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ABSTRACT

This report by the Tennessee Higher Education Commission to the Governor and the General Assembly identifies the major issues facing the state, and makes recommendations. Tennessee must expand educational opportunity for its young people and provide more programs and assistance for disadvantaged and low income youth. The community college program has substantially aided this effort and should be expanded. Graduate programs are the fastest growing part of the state's higher education system and limited doctoral programs are being planned for several universities. Duplication of programs should be avoided through interinstitutional cooperation, and new programs must be developed as needs arise. The report also discusses (1) the need for a more efficient system of higher education, and the Commission's effort in that behalf; (2) the need for reorganization of the higher education governing bodies; (3) financing the growth of higher education; and (4) capital outlay. Tables on enrollment, degrees, courses and finances are included. (AF)

Toward A Stronger System of Higher Education: Biennial Report of the Tennessee Higher Education Commission

ED 080 506

TENNESSEE HIGHER EDUCATION COMMISSION

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INTRODUCTION

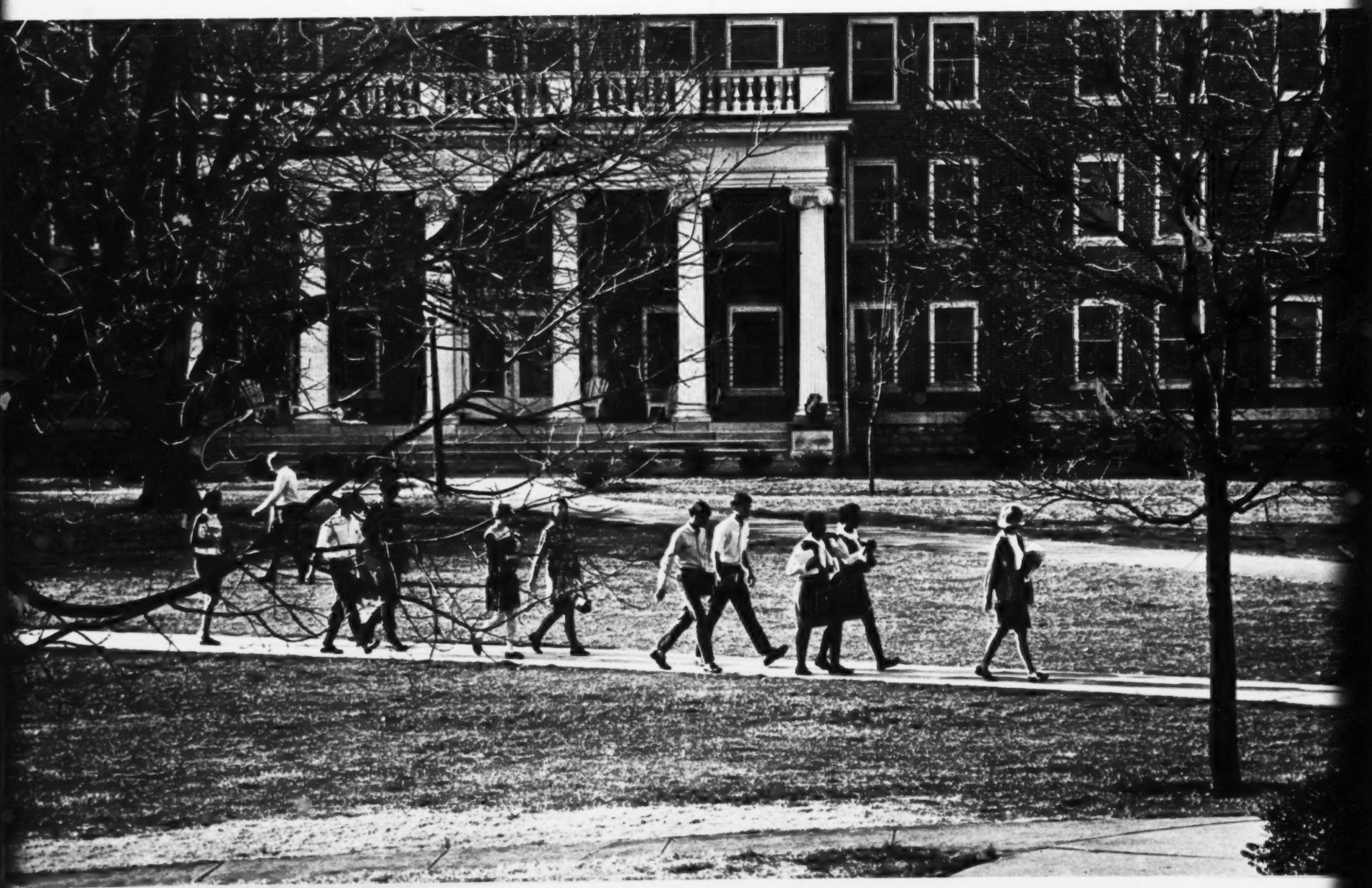
One of the provisions of the legislative act creating the Tennessee Higher Education Commission was the requirement for a biennial report to the Governor and the General Assembly. The law states (Section 3 paragraph 7)

> "To submit a biennial report to the Governor and the General Assembly, commenting on major developments, trends, new policies, budgets, and financial considerations which in the judgement of the Commission will be useful to the Governor and to the General Assembly in planning for the sound and adequate development of the state's program of public higher education."

This is the first biennial report submitted by the Commission since it was formed and began work in the summer of 1967. Since its formation, the Commission has held 19 formal meetings, has visited six of the university campuses, and individual members of the Commission have spent many hours in reviewing reports and discussing educational problems with representatives of all the colleges and universities, with state officials, with members of the General Assembly, and with individual citizens

This report attempts to state in a concise form the major issues that face the state of Tennessee in higher education and to make recommendations concerning those matters where the Commission has reached a definite conclusion.

John R. Long
Chairman



SUMMARY OF PROGRESS AND PROBLEMS FACING HIGHER EDUCATION IN TENNESSEE

The last ten years has been a period of unprecedented growth in higher education both in Tennessee and in the nation. When we hear criticism and complaints about the weaknesses of our colleges and universities, it is easy to overlook their tremendous accomplishments in the last decade. The leaders of our colleges and universities, and the leaders of our state, the Governor and General Assembly, should be proud of the way in which they have responded to the challenges and provided the resources which have led to a college education for a record number of our citizens. Briefly, our record is:

1 Enrollment in our public colleges tripled in the ten years from 1959 to 1969. In this same period enrollment in the private colleges increased about 50%. Nearly 126,000 students were enrolled in Tennessee colleges in the fall of 1969.

2 Graduate enrollment in the public institutions nearly quadrupled in the same period, and nearly 10,000 graduate students are enrolled either full or part-time in the public universities.

3 In 1960 only about a third of all Tennessee high school graduates went to college. Today the percentage is closer to forty-five and within five years we expect about half of all high school graduates to go to college.

4 Although there has been a rapid increase in the proportion of our youth who attend college, there is an even larger percent attending nationally. Tennessee lags behind other parts of the nation in the percent of its youth who go to college.

5 The rate of enrollment growth will slow down in the next five years, but we will probably add another 36,000 students in the public institutions by 1974-75.

6 Tennessee has constructed and equipped nearly 300 million dollars worth of new buildings in the past decade to accommodate the additional students. The size and appearance of every public campus in the state has been transformed; more than twice as much was spent on new buildings in this decade as in the entire history of public higher education up to 1960. To accommodate the 36,000 new students that are expected in the next five years, the state will need to spend more than 120 million dollars to build and equip additional buildings.

7 Tennessee has opened five new community colleges in the last five years and has four more in the construction and planning stages. One new four-year institution (UT-Chattanooga) has been added to the public system. No more degree-granting universities are needed in the state system in the next decade, but five or six more community colleges should be added, including one in each of the three major metropolitan areas that do not have them.

8 State appropriations for higher education have quintupled in the last decade, from 17 million dollars a year in 1959-60 to 87 million in 1969-70. Per student appropriations have increased about 90 percent, during the decade from 574 dollars per student to 1,077 dollars per student. Over one-third of this increase was the result of inflation. Appropriations in Tennessee have increased more rapidly than the average for the Southern states in the past decade, but still lag about 150 dollars per student behind the regional average appropriation.

9 Enrollment growth and increased costs per student will mean a need for between 150 and 175 million annual appropriations by 1975; this is a big increase, but a much lower rate of increase than has occurred during the past decade.

Issues for Resolution in the Future

The growth of higher education has raised some problems that need to be resolved if the progress of the past is to be continued into the future.

1) The organization and system of government of higher education need to be revised and made more responsive to the condition of the future. The State Board of Education has experienced an enormous increase in its responsibilities and in the programs and institutions it supervises. The legislature needs to consider a separate board for the universities now under the State Board and another board for our rapidly expanding system of community colleges, leaving the State Board time to concentrate on its responsibilities in vocational education, special schools, and elementary and secondary education. Later in this report there are recommendations concerning the needed reorganization.

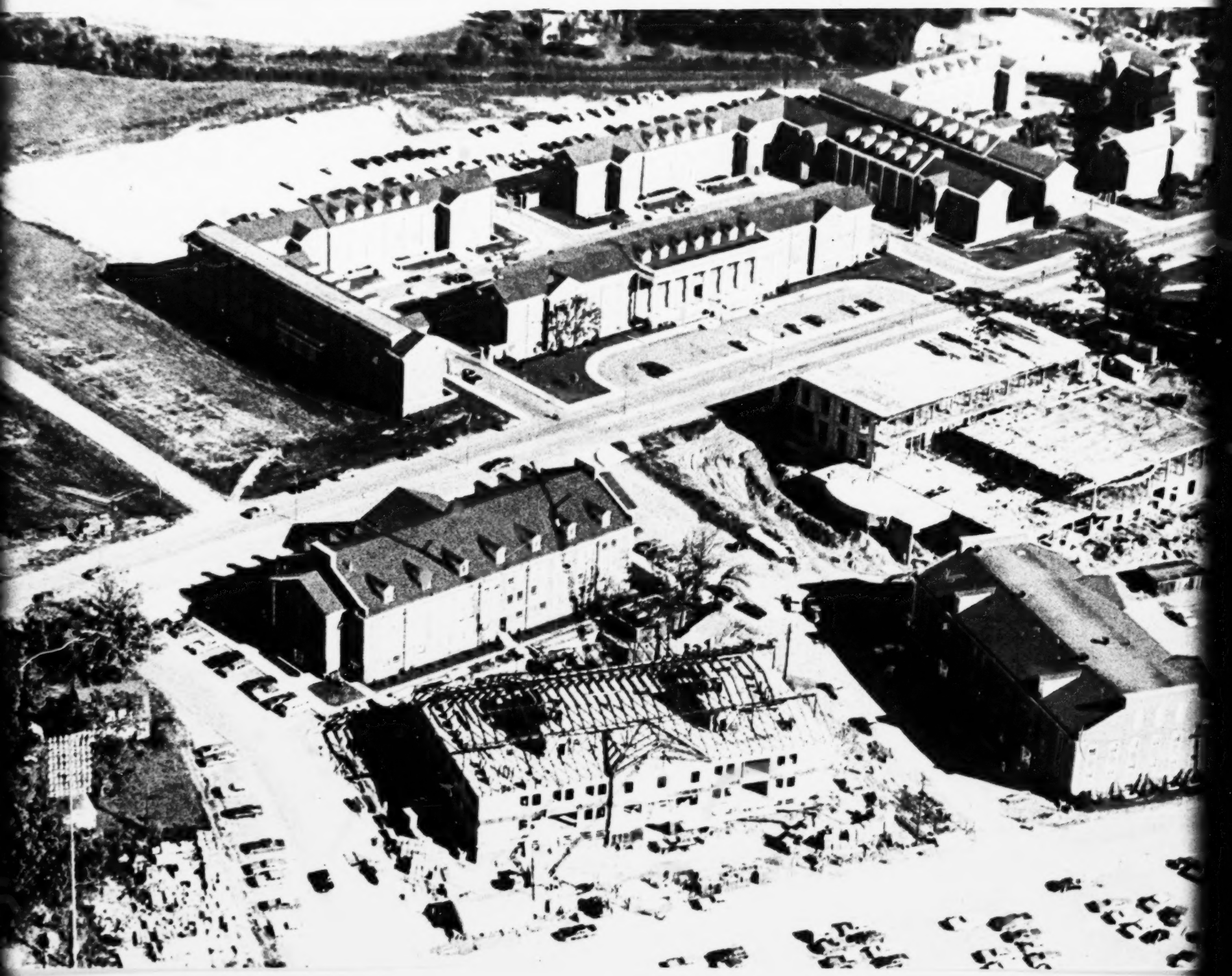
2) The expansion of graduate programs in the state has led nearly all of the universities to plan for advanced graduate programs at the doctoral level. At the same time we have room for more students in many of our existing doctoral programs and we need more adequate support to strengthen the programs we have already started. Recommendations to deal with this problem are discussed in the section on "Growth of Graduate Enrollment and Doctoral Universities."

3) Our higher educational system is growing about

two to three times as rapidly as the economy of the state that supports it. This means a continuing need, for at least ten more years, for new sources of income. In the public institutions, either the state must provide additional revenues, the parents must pay higher tuition, or the growth will have to be slowed down by denying educational opportunities to those who can profit from them. Suggestions of ways to resolve these issues are found in the section on finance.

4) In this era of rising costs we have a special challenge to avoid duplication, to economize in all programs, and to manage the taxpayer's dollar prudently. This is a topic which is discussed in more detail in later sections of the report. In the past we have provided educational programs that are less expensive than those in most neighboring states, but we must continue to exert efforts to use the available funds to provide a quality program at the lowest cost possible.

Our past record of accomplishment in building a system of higher education to meet the needs of the citizens of Tennessee is a good one, but there is still much to be done to bring higher educational opportunities to those who want and need them. In a sense, we have done the hardest part, because the fastest period of growth is over. But we are now investing large sums in our system of higher education and further increases will be difficult to accomplish, simply because we have already done so much. If the people of the state want a better and larger program of higher education, they can have it and the challenge is to keep moving forward until Tennessee has provided an opportunity for all who aspire to, and can profit from, a higher education.



EXPANDING EDUCATIONAL OPPORTUNITY

The last decade was one of enormous expansion in Tennessee higher education. Enrollments in public colleges nearly tripled (from 30,000 in the fall of 1959 to 88,000 in the fall of 1969), while appropriations increased fivefold. State officials and the college and university administrators have done an admirable job in providing the funds and in managing them prudently in this period of explosive growth.

We also made progress in providing a college education to more of our young people. In 1960, for example, college enrollment was 31 percent of the 18-21 year old population, while in 1968 it had increased 10 percentage points, to 41 percent. By 1975 we expect that enrollment will be 48-50 percent of the 18-21 year old population.

The Enrollment Gap

Tennessee educates a smaller percent of its youth than the national average. Figure 1 compares Tennessee with the national average of college attendance. We lag behind the national average, and *we are not closing the gap.*

If Tennessee is to provide the education its citizens need for the urban industrial economy of the future, we must provide higher education to more of our young people. The education gap is closely related to the income gap. We provide a college education for about three-fourths as many of our young people as the national average, and our per capita income is only about three-fourths of the national average.

Unless we can provide advanced occupational, professional, and technical education to more of the youth of the state, we will not have the type of labor force in Tennessee which will be needed to accelerate our economic growth, and come closer to the national average in per capita income.

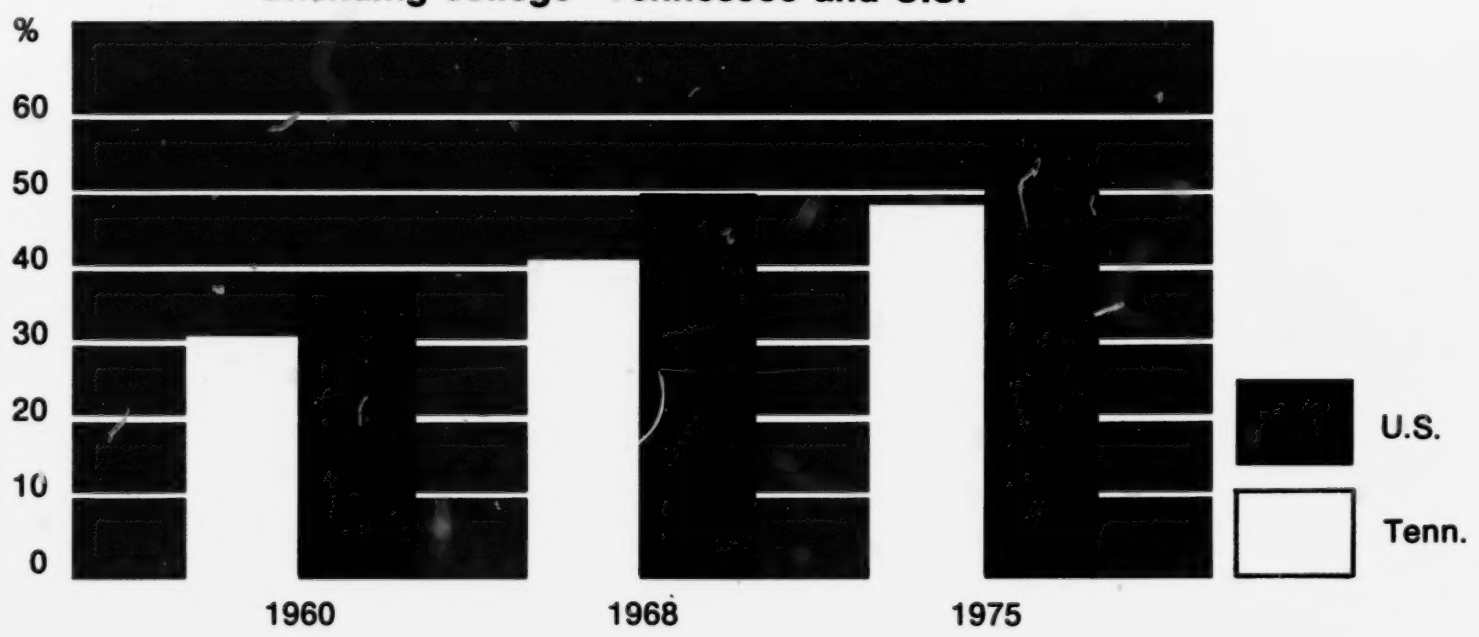
There are several ways that Tennessee can close the gap in college attendance:

1) By further expansion of the community colleges—this is discussed in the next section.

2) By financial assistance to students who have the ability for college, but lack the money.

3) By improving the secondary schools and the percent of youth who graduate from high school and are eligible for college.

Figure 1: Percent of high school graduates attending college—Tennessee and U.S.



4) By special efforts of all institutions to enroll more students from disadvantaged backgrounds and to provide special academic programs for them so that they can overcome their deficiencies and succeed in regular college work.

Opportunities for Low Income Youth

Tennessee has a lower family income than the national average and, as a result, more Tennesseans need financial help to attend college. In a recent survey of Tennessee colleges, over forty percent of the students in both public and private institutions reported that they were receiving financial assistance in the form of work opportunities, scholarships, or loans. The Tennessee Educational Loan Corporation has been of great benefit to many Tennesseans, but high interest rates and a shortage of loan money have slowed this good program down in the present year.

Over thirty-six million dollars in student assistance were available, mostly in the form of work opportunities and loans, in 1967-68. Less than five million dollars were available for academic scholarships (mostly in private colleges) and another two million were available for performance scholarships (mostly athletic). State appropriated funds provided work opportunities for sizeable numbers of students, but academic work scholarships from state sources provided less than one percent of the total aid for students. Based on their family income, students in Tennessee colleges needed about fifteen million dollars more assistance than was available from all sources. Many of these students were working at outside jobs to support themselves, or their parents were making unusual sacrifices to keep them in college. A limited amount of work can be an important way to pay college expenses, but too much work is likely to slow down college progress.

The figures above deal only with the students who actually get to college. There are many students who never begin at all, because they do not have the money.

Additional assistance for students from low income families will be necessary if Tennessee is to give an equal opportunity for college to everyone, regardless of family income. We have done a good job in expanding student financial assistance in the last few years, mostly with new federal loan, work-scholarship, and scholarship funds. It does not appear that the federal government is going to do all that is necessary, however, and a greatly expanded state and private effort will be necessary if we are to translate the goal of equal opportunity into reality.

The Higher Education Commission is studying this problem at the present time, and may have some specific recommendations for action by the state ready for the 1971 General Assembly.

Programs for Disadvantaged Students

Over 3,000 students are enrolled in guided studies, special tutoring, or other remedial programs in the public colleges and universities this year. This represents about four percent of all students in public colleges in 1969-70, and is a big increase over the situation five years ago when programs of this sort were practically non-existent. About a third of the students in remedial programs are at one institution, Tennessee State University. More adequate elementary and secondary programs should be the main way to deal with the problems of the students who are unprepared for college. However, there is ample evidence that these college level remedial programs can work, and that many young people can overcome their deficiencies and go on to complete college and have a successful career. In strictly economic terms, success in these programs leads to more productive citizens who earn more and repay in taxes far more than the investment that is being made in them.

The Higher Education Commission is studying remedial education opportunities now to see how they can be better evaluated so that those that work can be continued and expanded and those that are ineffective can be phased out. A continued emphasis on this type of program is likely to pay dividends for at least a decade into the future.

In summary, the state has made good progress in expanding educational opportunity, but more effort will be needed in expanding financial assistance in the form of direct scholarships, more work opportunities, and more favorable conditions for loans. More effort is also needed in expanding (and making more effective) special assistance to students from disadvantaged backgrounds. Finally, and probably most important, the expansion and continued development of our system of community colleges is needed to bring low cost higher education within reach of Tennessee's citizens. The next section describes the development of our community colleges in more detail.

COMMUNITY COLLEGES EXPAND EDUCATIONAL OPPORTUNITY

In 1965 the General Assembly authorized the establishment of three community colleges and by this action launched a new program of education which will eventually provide a college within commuting distance of more than ninety-five percent of the young people of Tennessee. Community colleges expand opportunity in several ways:

1) They are low cost and enable the student to save money by living at home. Almost everyone can afford a community college.

2) They have an open-door admissions policy and will admit any high school graduate. No one is denied an opportunity to attend because of low test scores or below average grades.

3) They offer practical occupational programs for students who want training that will prepare them for a job now and who are not interested in a regular four-year college program.

A majority of the students who enroll in community colleges would not have gone to college anywhere if the college had not been available—and the community college students will be responsible for most of the rise in the percent of youth attending college that we have projected for the next decade.

The location of community colleges that have been authorized by the General Assembly are shown in figure 4. The projected enrollment is shown in figure 2, which assumes that eleven community colleges will be in operation by the fall of 1974. (Two more than are presently authorized.)

Community colleges are the fastest growing part of higher education. (See Figure 2).

If the 1971 and 1973 General Assemblies authorize additional community colleges, the state should be able to complete nearly all of the colleges of the community college system by 1976 or 1977. *Full-time* enrollment should reach 14,000 to 15,000 in the community colleges by the fall of 1974, plus an additional 4,000 to 5,000 collegiate level students in the three technical institutes.

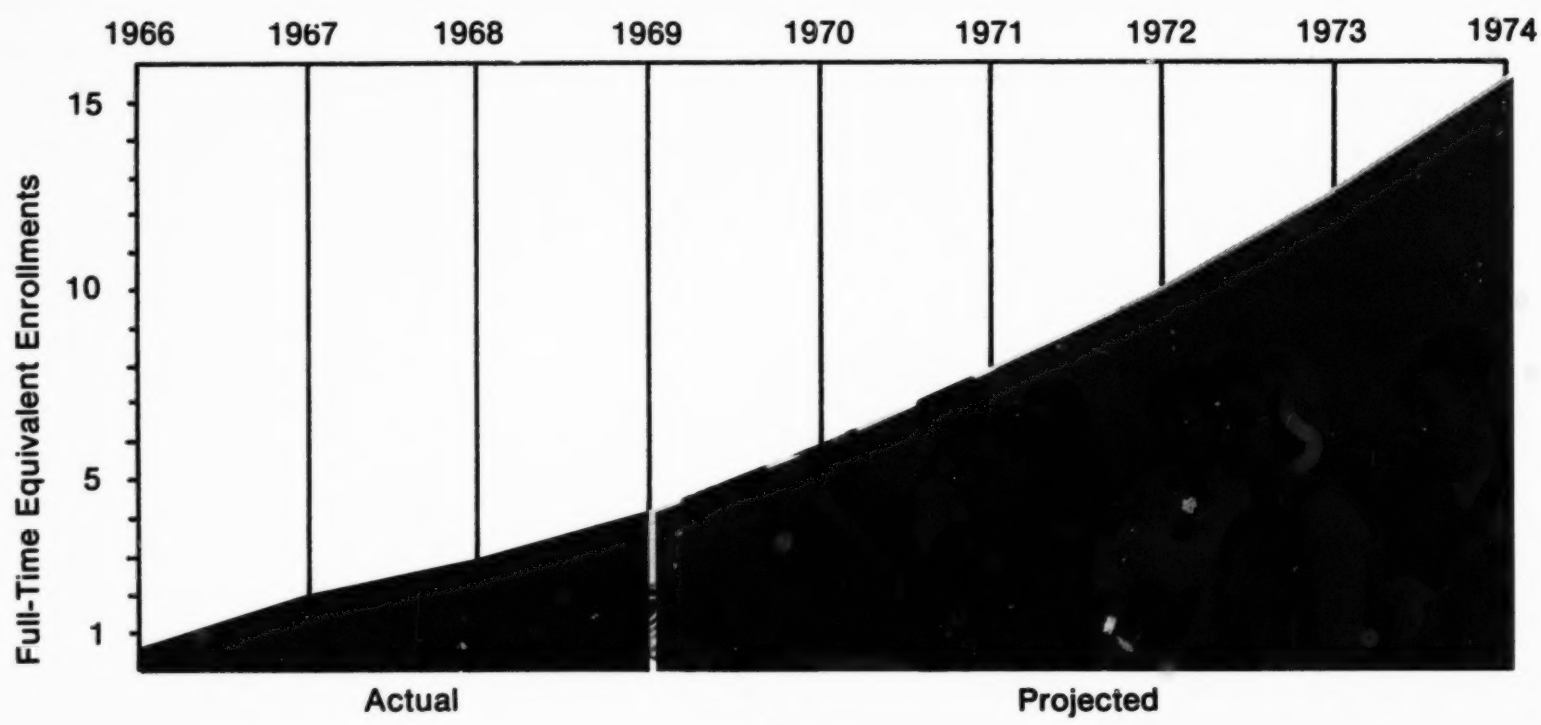
Each of the large metropolitan areas—Chattanooga, Knoxville, and Nashville—should have a community college to serve students who cannot afford the cost of going away to one of the senior institutions, or who cannot meet their admissions standards, or who are interested in two-year occupational terminal programs. In addition to the three remaining metropolitan areas, there are two or three other locations in the state which might qualify for a community college, so that eventually there should be a total of twelve to fifteen community colleges in the state.

The Commission has established the following criteria which must be met before a college can be established in any community:

1) An enrollment of at least 1,000 full-time equivalent students can be expected within three to five years of opening the college.

2) Does not duplicate other higher educational opportunities. Except in metropolitan areas of 250,000 or more, community colleges should not be established in communities which already have a public college or university.

Figure 2: Community College Enrollment Projected to 1974 Enrollment In Thousands



3) Community interest and willingness to provide the site and $250,000 toward initial construction of the institution.

Programs in the Community Colleges

The community colleges will all provide three types of educational programs:

1) The first two years of a four-year college program.

2) One-and two-year occupational terminal programs designed to prepare people for jobs.

3) Adult and continuing education of both a credit and non-credit variety.

Occupational programs of a wide variety are offered by the community colleges. For example in the health occupations there are Nursing, Inhalation Therapy, Radiological Technology, and Medical Technology. In the business occupations there are Secretarial Science, Middle Management Training, and Business Data Processing. In the engineering technologies there are Electrical and Mechanical Technologies. Agri-Business and training for teacher aides are two other occupational programs that have been introduced. This is only a partial list. Altogether there are more than twenty different training programs offered.

It is too early to tell what the pattern in Tennessee will be, but in other states about one-third of community college entrants will later transfer to senior institutions and go on to graduate from college. By the middle 1970's this percentage would mean about 2,500 to 3,500 transfers each year entering the junior class of the universities.

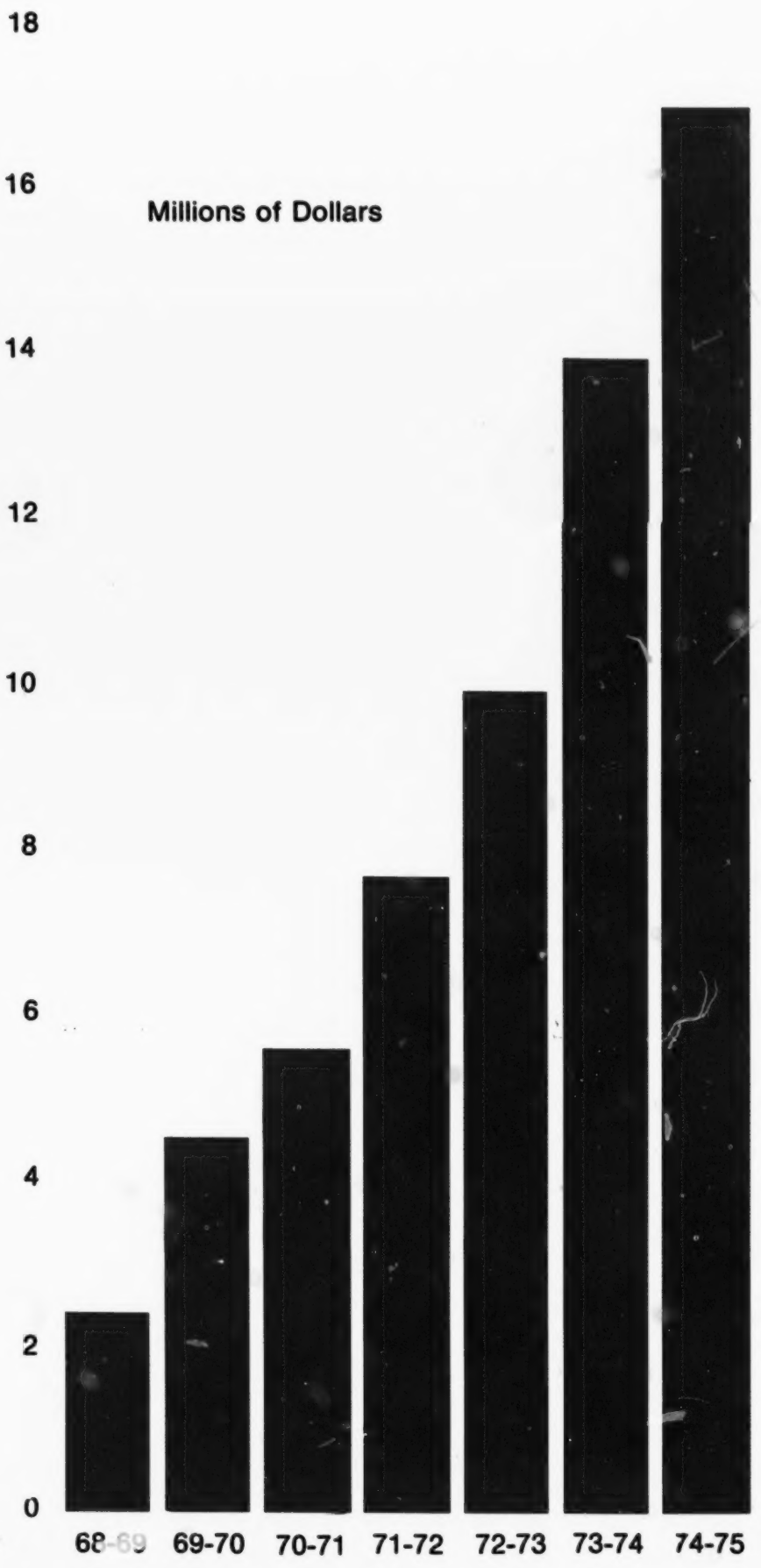
Finances

Funds to operate the community colleges come from three main sources:

- State appropriations, which provide about 75% of the budget; tuition, which provides about 15%; and federal vocational education funds, which provide about 10%. All of the federal funds are spent on the occupational terminal programs.
- Tennessee differs from most states in not requiring any local contributions to the operation of the community colleges.
- Tennessee is like other states in keeping tuition charges in the community colleges low. For 1969-70 maintenance fees for residents will be $165 for three quarters, as compared to $255 in the regional universities and $360 in the University of Tennessee. The $165 we charge is above the national average of tuition charged in community colleges (estimated to be $137 per year in 1968-69).

The community colleges serve students who come from families with incomes that average around $6,000

Figure 3: Rapidly Rising Costs for a Rapidly Expanding System



a year. This is lower than the average family income of students in the regional universities ($7,000-8,500), or in the University of Tennessee (about $10,000 a year).

Total appropriations for the community college system will need to increase according to the following pattern during the next few years if our enrollment projections are reasonably accurate. (See Figure 2).

These requirements for appropriations could be affected by new federal support for community colleges that is included in bills now before Congress. But unless new federal support is provided the state is faced with rapidly rising costs for a rapidly growing system of community colleges.

Federal vocational funds have been very helpful in developing occupational terminal programs in the five existing community colleges, but the federal government is not increasing these funds. Approximately the same amount of federal support will be available next year to cover the expansion of the community colleges and the needs for new programs. To illustrate, Columbia Community College had $250,000 in federal vocational funds in 1968-69 for its occupational programs, but in 1969-70 this will be reduced to $185,500 and the two new community colleges at Dyersburg and Motlow will receive only about $60,000 each in federal funds to support their occupational programs in 1969-70.

TABLE 1

Total Required (Preliminary Estimate)		$12,000,000
Available from State Bonds	$5,000,000	
Provided by local communities	750,000	
Est. to be available from Federal matching - 1970-71	1,200,000	
Appalachian Funds	200,000	(Roane Co. only)
Total Available	$7,150,000	
Estimated Deficit		$4,850,000

These preliminary figures are subject to change because the level of federal funds for 1970-71 is still unknown, but it is clear that additional capital outlay of nearly five million dollars for these institutions will be required.

Capital Program and Buildings

All of the community colleges that have been built to date have had a similar group of basic buildings. These include an administration building, library, gymnasium-physical education and music building (which also serves as an auditorium), student services building (cafeteria-lounge, student activity area), classroom buildings and a maintenance building. This initial group of buildings has had to be expanded on all of the campuses by the addition of another classroom building, and the three existing community colleges are planning expansions of their libraries and two are planning to expand their student services building. The initial capital outlay for each community college was about $3,000,000, of which about $1,000,000-1,400,000 came from federal sources and the remainder came from state bond funds, appropriations, and the $250,000 provided by each locality. (Figure 3)

To construct the three new community colleges authorized by the 1969 General Assembly will probably require an initial capital investment of about $11-13,000,000, since the Memphis community college will be much larger and will require a bigger initial capital investment. Financing this construction can be estimated as follows:

Organization and Management

The community colleges are governed by the State Board of Education, which is also responsible for the six regional universities, the three technical institutes, twenty-four area vocational schools, four special schools, as well as the elementary and secondary schools. Within the State Department of Education there is a Division of Higher Education, and within the Division is an executive dean for community colleges, who provides staff services for the community colleges.

Policy for the community colleges, as well as approval of the budgets, appointment of the presidents, and approval of capital outlay, is determined by the State Board of Education.

There are several problems with these organizational arrangements. First, the State Board of Education has so many responsibilities that it is hard for them to devote much time to the community colleges. During the early years any new college will require more time and assistance from the Board than it will at a later date. This problem led the Higher Education Commission to suggest the possibility of a separate governing board for the community colleges. At the time this suggestion was first made, it was decided to study the matter further. The possibilities are discussed in more

detail in "Plans for Progress", the first report of the Higher Education Commission. The Commission now recommends *that the legislature consider the establishment of a community college board.* (See section on organization.)

The Commission also *recommends that the president of each community college be appointed as soon as possible after the college is authorized,* so that he can participate in the initial planning and decision-making that is so crucial to the success of the college.

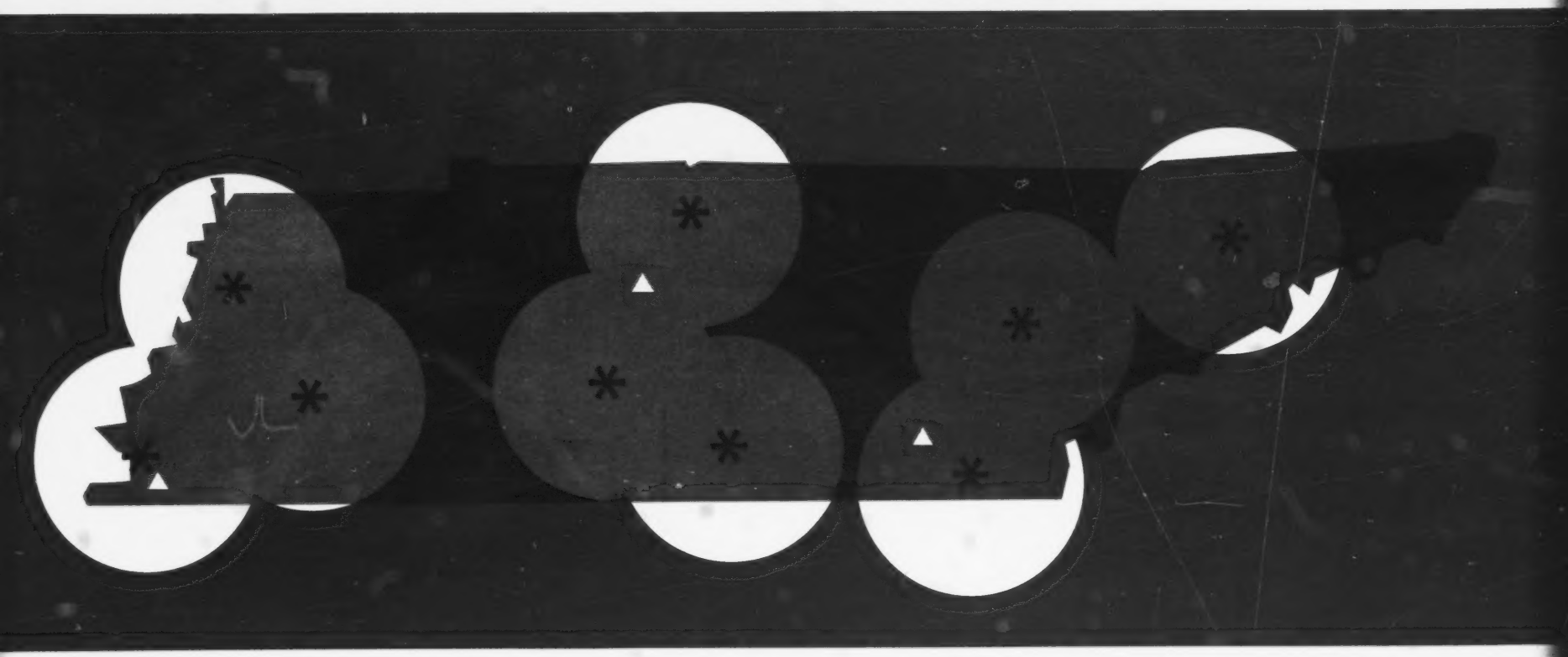
Decisions concerning the programs to be offered in a new community college and the location of that institution must be based on thorough knowledge of the needs of that particular community; the employment opportunities and the people to be served are not identical in all areas of Tennessee.

The Commission also *recommends that a local advisory group be formed, which is made up of citizens of the area who are familiar with educational and occupational needs of the area.* This group would advise with the president and the staff of the State Board of Education in the initial planning of the college.

Summary

Our community colleges are an important way of expanding educational opportunity in the state, but the cost of operating these new colleges will rise very rapidly in the next few years. If their growth occurs at the expense of inadequate appropriations for the existing universities and colleges, the state will have made a very poor choice. We must expand support for both the new community colleges and the universities, which are also growing. The cost of our total higher educational system will rise rapidly; the details are spelled out in the section on finance. The young people of the state and the requirements of an industrial, expanding economy call for the kind of educational system we are trying to develop. The challenge is to the legislature and the people of Tennessee to provide the necessary support.

Figure 4: Location and Commuting Area of Community Colleges and Technical Institutes



THE GROWTH OF GRADUATE ENROLLMENT AND DOCTORAL UNIVERSITIES IN TENNESSEE

Graduate programs are the fastest growing part of our higher educational system. In 1959-60 there were 2600 graduate students enrolled in the public universities. In five years this almost doubled; 4900 graduate students were enrolled in 1964-65. (See Figure 5). In the next five years, it doubled again to 9,900. By 1974-75 we expect another 4000 graduate students to be added. The rate of growth will drop sharply, but the number of additional students will be almost as great in the next five years as in the last five.

Over half of these graduate students attend part-time and work to support themselves while they attend school.

Doctoral Programs in Tennessee Universities

In February of 1969 the Higher Education Commission recommended that during the next decade Tennessee develop Memphis State University into a second comprehensive doctoral level university, with graduate degree offerings carefully coordinated with UT in Knoxville. The Commission also recommended that the development of advanced graduate programs (beyond the master's degree) be limited to those two locations and the Medical Center for the next four or five years.

Other universities in the state objected that this left their future in doubt; they had plans for advanced degree programs and they needed to know whether or not they could continue with these plans. Accordingly, the Commission held a series of meetings with the presidents of the institutions that would like to offer advanced graduate degrees at some future date (East Tennessee, UT-Chattanooga, Middle Tennessee, Austin Peay, and Tennessee Tech).

The Commission had originally suggested that there could be a limited and specialized development of doctoral programs in several universities, or that one institution could be selected as the third comprehensive doctoral university which would develop doctoral programs in the late 1970's and 1980's. A majority of the institutions favored the former approach, so the Commission has met with the institutions to see if sensible plans for limited doctoral programs could be developed. These plans are still in the discussion stage and the three institutions (Middle Tennessee, East Tennessee, and Tennessee Tech) that want to initiate doctoral programs in the next year or two have revised their original requests so that initially each institution is proposing the development of a single program, which would be the only doctoral program on each campus during the next four or five years. The main offerings in advanced graduate work, and most of the advanced graduate enrollment, would continue to be concentrated at UT-Knoxville and Memphis State University.

The Commission is going to consider these plans of the institutions for advanced graduate programs individually and will approve those that meet the following criteria:

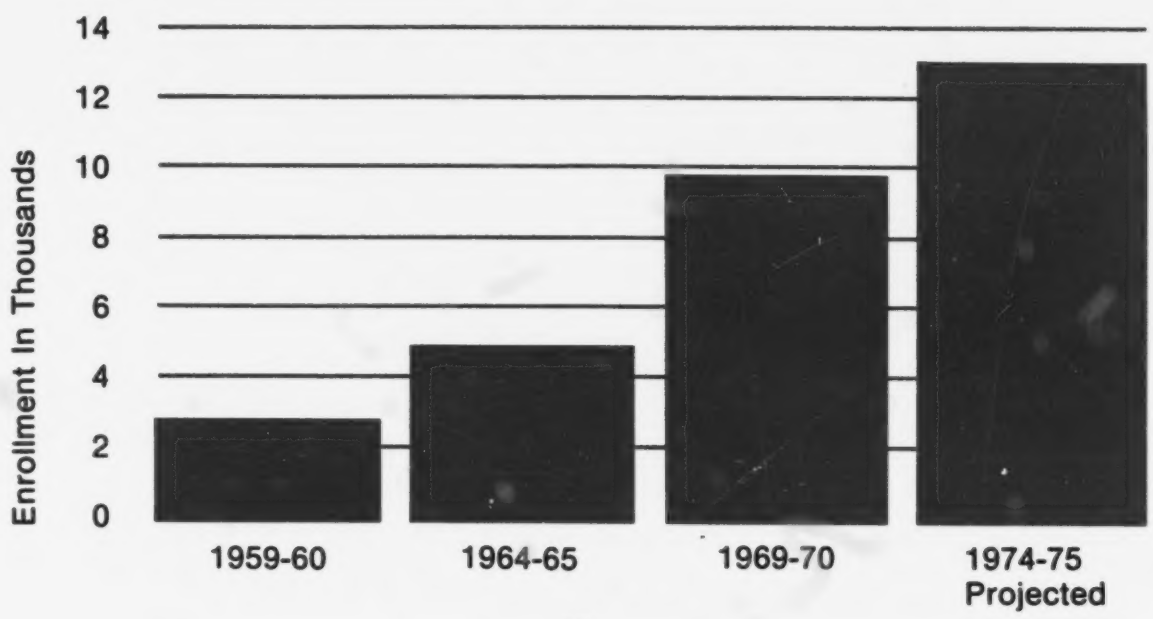
1) A demonstrated need for more doctoral graduates in the field in which the program is being proposed within Tennessee and the region.

2) Indications that an adequate supply of students can be recruited to assure a reasonably economical program.

3) Formulation of a clear, reasonable plan for limited doctoral development in the institution, as a whole, and in the fields that are proposed initially.

4) Adequate financial resources to support the development of the program.

Figure 5: Graduate Enrollment in Public Universities



5) Adequate faculty and facilities to begin the program.

In considering whether or not adequate financial resources are available to support a single doctoral program in a university which has previously offered no work beyond the master's degree, it is necessary to look beyond the actual cost of the one new program. This is true for two reasons: (1) Professors who are qualified to lead a creditable doctoral program must be paid higher salaries and, as the new professors are hired, the salary structure in other departments will also need to be adjusted upwards. (2) Even though the universities presently propose to initiate only one doctoral program, it is likely that more would be proposed in a few years; the university which offers a doctor's degree in only one area for very long is rare. This emphasizes the importance of a clear and sensible long range plan to limit doctoral program development.

The long range plans of the institutions are not complete, but the Commission has made some progress in examining the plans of the universities against the criteria listed above. The only formal proposal which has been submitted to the Commission is a proposal for a Ph.D. in Engineering at Tennessee Tech. This has been returned to Tech for resubmission at such time as all areas that would be involved in the Ph.D. proposal are accredited and at such time as a higher level of student demand exists. Favorable action on the proposal when it is resubmitted will depend on the availability of adequate financial resources to support the program, which would be an expensive one.

The evaluation of other plans for doctoral programs has not proceeded as far, but it appears that one or two other universities may be able to develop realistic plans within the next year which meet the criteria, except for the criterion of adequate funds. As long as appropriations for higher education are based on a continuation budget (that is, just enough money to continue existing programs, with money for additional students and adjustments for inflation), it will be impossible to approve the launching of doctoral programs in any new institutions.

The willingness of the Commission to consider plans for limited doctoral programs in other universities in no way changes the basic recommendation that the University of Tennessee at Knoxville and Memphis State University be the two comprehensive doctoral universities that serve the state during the next decade. It also does not change the Commission's recommendation that the other universities in the state put their major emphasis on maintaining and developing quality programs on the master's and undergraduate level.

If funds are available, some of these programs could begin before 1975, although graduate enrollment projections suggest that the major growth of graduate programs outside of Memphis State and UT-Knoxville will probably occur in the 1975 to 1980 period.

AVOIDING DUPLICATION OF PROGRAMS THROUGH INSTITUTIONAL COOPERATION

In the past five years the state of Tennessee has established five new community colleges and one new public degree-granting institution (UT-Chattanooga). As indicated above, there will be a need for further expansion of our community college system, but the Commission *does not recommend the establishment of any additional baccalaureate or graduate degree-granting institutions during the next decade.* In addition, *none of the existing two-year community colleges should be expanded into four-year institutions.*

The state now has an adequate number of public universities, well located geographically, to serve the citizens of the state. It will be a better and more economical investment to expand our existing universities to serve the needs of expanding numbers of students, rather than to create any additional four-year institutions.

In Nashville a special situation exists with two public institutions, the UT-Nashville Center and Tennessee State University, which have historically served different groups of students. In the future, these two institutions will have to work much more closely with each other in providing educational programs for the Nashville-metropolitan area residents. There are many ways to use faculty and facilities of both institutions in cooperative programs which avoid overlapping and duplication of programs, personnel, and services, and which will provide a more economical program of public education in Nashville. A desegregation plan has been submitted to the Federal Court which calls for much closer cooperation in the future between all of the public institutions in the Nashville area. If this plan is acceptable to the Court, it should lead to the operation of a number of joint programs and to a more effective utilization of both faculty and facilities.

If the future needs for public higher education in Nashville are to be met in an economical manner, there will need to be joint planning and close cooperation among all the metropolitan area institutions to provide the program range and diversity needed by a large urban area. The private institutions in Nashville have already taken a number of steps to develop cooperative programs that make better use of their resources and the public institutions must take similar steps to assure that needed new programs are provided and that they do not overlap and duplicate each other or programs that are available in the private institutions.

As community colleges are developed in Memphis, Chattanooga, and Knoxville, there will be a need for effective cooperation among the institutions in each of these metropolitan areas. Memphis and Nashville have the largest number of colleges and universities and the most complex set of relationships between public and private higher education. In the future they will need to devote more attention to the possibilities for cooperation and the possibilities for avoiding duplication in each of these locations and in other parts of the state as well.

The Higher Education Commission, in cooperation with the Tennessee Council of Private Colleges, is currently making a study of the role of the private colleges in Tennessee and is projecting their future service to the state. In the last three years the number of freshmen entering the private institutions in Tennessee has declined more than 10 percent and if tuition in the private colleges continues to rise rapidly we can expect more students to shift from private to public colleges. This will add to total costs to the taxpayers and, at the same time, will lead to a weakening of those private colleges that are experiencing enrollment declines. The study will develop recommendations about ways these trends can be reversed and about ways the contributions of the private colleges in educating Tennesseans can be continued into the future.

NEW PROGRAMS TO SERVE THE EDUCATIONAL NEEDS OF TENNESSEE

As our economy grows and becomes more specialized, we will need new educational programs to equip our young people for the complex world of the future.

In the two years since its establishment the Commission has approved thirty-one new degree programs. Two of these involve both a master's degree and a doctorate, so there are actually thirty-three new degrees which can be earned.

Depending on how they are counted, there are between 350 and 800 undergraduate degree programs already being offered in the fifteen public institutions and 150 to 400 graduate degree programs in the ten public institutions that offer graduate work. The way we counted them, there were 412 bachelor's degree programs offered when the Commission was established and six new programs have been authorized. There were 193 graduate programs and 16 additional programs have been authorized. The Commission has also approved nine new programs below the bachelor's degree level, and has approved initial program plans for Dyersburg and Motlow Community Colleges which involve offering a transfer program for those who wish to go on to earn a bachelor's degree and four occupational terminal programs at each of these new institutions.

The distribution of new programs by system is shown in Table 2. Six of the new programs are in the business, management, and public administration area; seven are in the health professions; three are in engineering and technical education; eight are in arts and sciences fields; four are in professional education; and the remainder are in other fields.

The cost of initiating these new programs varies widely. A few represent only minor changes in existing programs to produce a new degree program which will not require new faculty or facilities. At the more expensive end of the scale are seven of the program additions which are each estimated to cost more than $100,000 per year when they are in full operation. The total additional cost of all thirty-one new programs is estimated to be between 1.5 and 2.0 million dollars a year when they are in full operation. Somewhere between 1,000 and 1,500 students are projected as enrollment in these new programs, so that the projected per student cost of these new degree programs may not exceed the costs per student in existing programs. Our estimates of costs are very tentative and are subject to a fairly wide margin of error.

The rate of increase in new programs (1% a year at the bachelor's level and about 4% a year at the graduate level) is relatively modest and much lower than the 10-15 percent annual increase in enrollment. There is reason to expect the addition of 15-20 new programs each year for the future, just to keep abreast of new developments in knowledge and new professional needs.

However, new programs cost money and until public higher education is funded above the level required to continue existing programs, approval of some will have to be deferred. The Commission has gone about as far as possible in approving the development of new programs from the funds available. Approval of additional new programs will have to be tied very closely to increases in appropriations.

TABLE 2
New Programs Approved By The Commission

	Level				
System	*Cert. or Associate*	*Bachelor's*	*Master's*	*Doctorate*	*Total*
Community Colleges	5	–	–	–	5
State Board Universities	2	4	7**	1*	16
UT-System	2	2	3**	3	10
Total	9	6	11	5	31

*Plus a joint MTSU-Peabody doctoral program in education, with the degrees to be awarded by Peabody.

**Plus a joint master's degree between MTSU and UT-Nashville Center.

TOWARD A MORE EFFICIENT SYSTEM OF HIGHER EDUCATION

The Tennessee Higher Education Commission *recommends that our system of higher education in Tennessee should be operated in an efficient and economical manner* so that the taxpayers' support and the students' tuition will buy as much education as possible.

Everyone favors economy in education and other public services, but it is often difficult to identify just where economies can be provided without reducing the quality of higher education. Schools that spend less may not be more economical, they may simply be providing a poorer program. To really determine how economical your operation is you have to compare what you are spending with what you are achieving.

What is the Commission doing to promote a more economical operation? What are the colleges and universities doing to achieve greater economy?

The president of each institution has the basic responsibility for efficient management and effective planning at his institution, and Tennessee has a dedicated and hardworking group of college presidents who have done a good job in developing their institutions with appropriations that have been below the average (on a per student basis) for other Southern states.

The Commission's job is to encourage the institutions to be as economical as possible, to guard against costly and unnecessary duplication of programs, and to recommend only those appropriations needed to do a good job. Following are steps the Commission is taking.

First, we are collecting the facts about educational costs. A detailed cost study, program by program, is being made this year by every public institution according to a common plan developed by the Commission. It will be possible to determine for the first time just what it costs each institution to teach freshman and sophomore English, or junior and senior biology, for example. Institutions that have costs that are out of line will know this and will be able to take steps to bring them down.

In a pilot cost study in the field of nursing, for example, we found that costs in most institutions were higher than they should be. There were two main causes: 1) Some programs were new and most new programs have high start-up costs, and 2) many programs had too few students to achieve an efficient level of operation. The Commission is now working with the nursing schools and the nursing profession to help them increase enrollment and reduce the cost per student nurse trained.

Second, the Commission will examine costs in relation to enrollments in all fields and will work with the institutions in raising the enrollment level in programs which have too few students for an economical operation. We expect that our cost study will show that one of the big causes of higher per student costs is programs which enroll just a few students, but have faculty and facilities for more. Especially at the graduate level we have a number of programs which could accept more students with present faculty and facilities. Additional students in existing programs that are not full add little to total costs and reduce costs per student.

In looking at requests for new programs, the Commission determines in each case whether or not existing programs can accommodate additional students without much additional cost and if they can the new programs may be deferred until a higher level of student demand exists. Most of the possibilities for these economies exist at the graduate and advanced professional level of education, but they will be examined carefully in all programs.

Third, the Commission has developed preliminary standards for assessing the need for construction of new buildings at each institution, and will revise these standards and apply them to future requests for building funds. Institutions that meet the standards will need to make effective use of their existing space and will not have new buildings recommended until they can demonstrate that existing buildings are being used efficiently.

Fourth, the Commission has recommended, and the two governing boards have adopted, policies which will limit the undergraduate out-of-state enrollment at public universities to 15 percent of the total undergraduate enrollment. The policy will be implemented gradually to avoid disruption of enrollment and programs. The Commission has also recommended that out-of-state tuition, which currently covers about 80 percent of appropriations per student, be increased gradually until it covers 100 percent of appropriations. The State Board of Education took a step in this direction in 1969-70 when it increased out-of-state tuition by 105 dollars a year, which brought tuition in State Board institutions more nearly in line with the level charged at UT and at other similar universities in the region.

Fifth, we will continue to work with all institutions to try to improve planning and management procedures. As our universities become larger and our investment in buildings and programs increases, the cost of mistakes and inadequate planning also increases. If we avoid just a few major mistakes by doing a better job of planning, the investment will pay big dividends to the taxpayers and may also improve the education of these students.

Finally, one of the most costly mistakes a state can make is to develop unneeded institutions. In Tennessee we are trying to achieve economy by developing *a system* of institutions, each doing a quality job with the students they are designed to serve. For at least the next decade the Commission believes that the system should include

only two comprehensive doctoral universities, UT-Knoxville and Memphis State University. It should include a specialized medical center. The seven other universities should concentrate on undergraduate and master's level graduate programs. While some of them may offer limited doctoral programs in selected areas where a need exists, their main emphasis should be on good undergraduate programs. No additional universities will be needed during the next decade. We should add another five or six community colleges to the nine presently authorized. All of the units in this system will be large enough to operate on a reasonably economical basis and, taken together, they will provide a full range of educational opportunity for our citizens. We must avoid the pressures for each institution to try to do everything, for in education, as in business, specialization permits a more efficient operation.

A BETTER ORGANIZATION FOR HIGHER EDUCATION

Education in Tennessee has grown enormously in the last ten years. College enrollments have tripled and appropriations for higher education are more than five times as great as they were a decade ago. The state has added one new four-year institution and five community colleges, and four more community colleges are under construction or being planned. In addition, two collegiate level technical institutes have been added, a third is under construction, and twenty-five new area vocational schools have been added to the state's educational system. The entire system of higher education has become more complex and much more expensive to operate.

Only a few changes in organization have occurred to deal with this explosive growth. The Tennessee Higher Education Commission was established in 1967. The University of Tennessee has developed a "system" organization in 1968 to manage the four major campuses and numerous centers and extension activities which are carried out statewide.

The State Board of Education has added more students and institutions than UT at the higher education level and, with the advent of a larger number of special federal programs, has greatly expanded their programs in vocational education, aid to disadvantaged students, guidance and counseling, and many other areas of elementary and secondary education. In the last decade the functions and programs of the State Board of Education have expanded enormously. No single board can give sufficient attention to such a varied group of educational activities to provide adequate policy guidance for them, and it is very difficult to organize an adequate staff to give proper attention to the diverse functions. Almost inevitably some functions will get more attention than others. At one time it may be the problems of new community colleges; at another time it may be a financial crisis in some local school system. In this situation the State Board and top staff leadership will not be able to give much attention to any one institution or educational program.

The problems and policy issues of the universities vary from those of grades one through twelve. The special schools and area vocational schools present still another set of problems. No one group of citizens, no matter how dedicated and hardworking, can be expected to be sufficiently familiar with all of these areas and their problems to do an effective job of policy-making in all of them. All of the Southern states, except Tennessee and Louisiana, have recognized this and have separated responsibility for policy-making and governing in higher education from the responsibility for policy-making for elementary and secondary education.

This obvious need for reorganization is a top priority problem which the Commission believes should be dealt with as soon as possible. The major alternatives for reorganization were outlined in a Legislative Council study in 1964, and the Higher Education Commission in its report, "Plans for Progress", outlined (pp. 20-25) its ideas for a separate board for the six universities now under the State Board of Education and a separate board for the community colleges. College presidents and the Commissioner of Education indicated, in February of 1969, that these ideas needed further study, so the Commission did not formally adopt them at that time but deferred them for further study. All of the facts needed for an informed decision are now available and additional study would only delay the implementation of needed changes.

The Commission believes that the changes set forth in its earlier report, calling for one board to operate the six State Board universities and another to operate the community colleges, are sound and would provide for a more effective operation of higher education in the state.

The logical time to implement a new organization is at the time a change occurs in the top leadership in the State Department of Education. If the legislature approves the establishment of two new boards to govern higher education at the 1970 session, there would be time to appoint the new boards and assemble a staff that would be ready to take over the operation in the winter of 1971.

The establishment of two additional governing boards in the state would not add much to the total cost of higher education and would more than pay for itself in improved planning and more efficient management. The funds now being spent by the State Department's Division of Higher Education would be available to pay operating costs of the staff of the new boards, and the present staff of the Division of Higher Education would be available to staff the new boards. The basic objective is not to build up a large central staff for each of these boards, but to provide more opportunity for policy direction from a group of citizens who will have the time to get acquainted with the problems of the institutions they are responsible for managing, and to provide for a small top-level professional staff that can assist the institutions in their operations.

The Commission is ready to work with the Governor and legislature in any way they desire to prepare proposals which will lead to a more effective organization for higher education.

FINANCING THE GROWTH OF HIGHER EDUCATION

The Governor and General Assembly have done a tremendous job in expanding state support of higher education in the past decade of unprecedented growth. In a ten year period enrollment tripled, but appropriations quintupled.

Per student appropriations increased from $574 in 1959-60 to $1,077 in 1969-70, a ninety percent increase. More than one-third of the per student increase represented inflation, and the remainder represented higher faculty salaries, new kinds of teaching equipment, more books, and the rising percentage of students in graduate and professional programs where costs are higher.

From 1959-60 to 1968-69, per student costs increased an average of about 6½ - 7% a year. A little more than two percent of the annual increase represented inflation so the rise in "constant dollar" costs was around 4½ - 5% a year.

In spite of these huge increases in appropriations, Tennessee still is below the average of the Southern states in per student appropriations and in the amount appropriated per capita. For 1969-70 the number of dollars appropriated for higher education per citizen in the state in Tennessee is $22.06, compared with a national average of $30.66. Only three Southern states, Alabama, Mississippi, and South Carolina, appropriate less per capita than Tennessee.

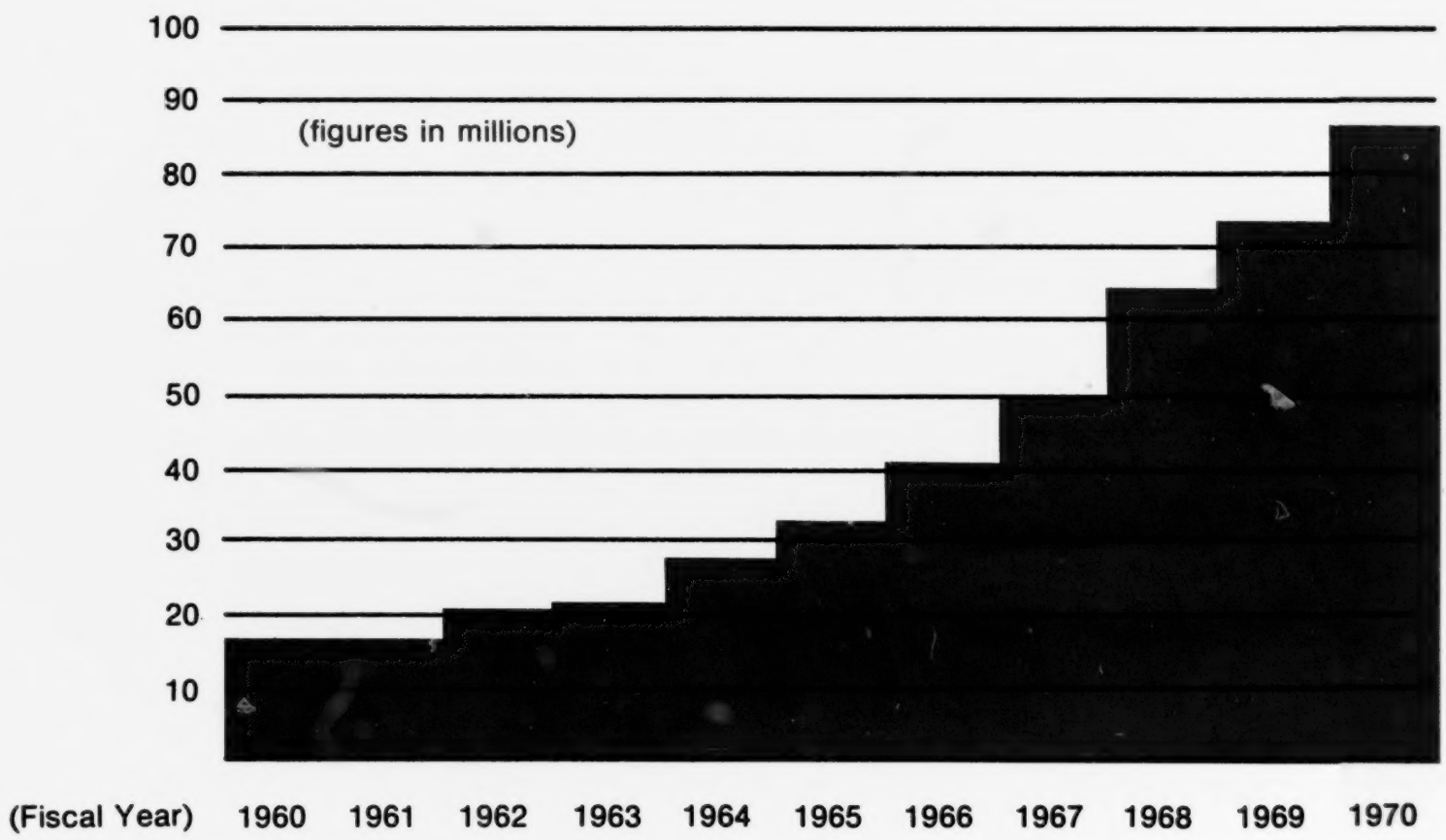
Table 3

Per Capita Expenditures for Higher Education

1. North Carolina	34.65	8. Virginia	26.21
2. Florida	31.72	9. Arkansas	23.98
3. Texas	30.94	10. Oklahoma	23.55
4. West Virginia	30.26	11 **Tennessee**	22.06
5. Kentucky	30.02	12. Alabama	20.74
6. Georgia	27.41	13. Mississippi	20.52
7. Louisiana	26.82	14. South Carolina	20.37

In 1968-69, the most recent year for which information is available, the appropriation *per full time student* in Tennessee was $1,058, while the average for the Southern states was $1,214, or almost $150 more per student. Among the Southern states, only Alabama, Mississippi, and Oklahoma appropriate less per student than Tennessee.

Figure 6: Appropriations Increased More than Fivefold in a Decade



If we had been able to achieve the goal of bringing Tennessee up to the average per student appropriation in the region in 1969-70, appropriations would have been about 99 million dollars, rather than the 87 million that was actually appropriated. During the last ten years Tennessee has increased appropriations more than average for the region (379 percent, compared with a regional average increase of 337 percent), but progress is slow in bringing Tennessee up to the regional average, in spite of our vigorous efforts.

Expansion of higher education in Tennessee has more than doubled the share of the state's revenues that go for higher education:

TABLE 4

Year	*Appropriations for Higher Educ. Institutions*	*Total General Revenue*	*% for Higher Education*
	(Figures in 1000's of dollars)		
1959-60	$17,187	$288,386	6.0
1964-65	31,892	425,474	7.5
1966-67	50,333	490,617	10.2
1967-68	63,941	554,792	11.5
1968-69	72,687	618,715	11.7
1969-70	86,602	669,583*	12.9

*Estimated.

In 1970-71 appropriations for higher education, if no new tax revenues are enacted, are likely to be nearly 14% of total general revenue. It seems unlikely that with the increased demands for funds for health, welfare, public safety, and other state functions, as well as needs for more money for vocational education and elementary and secondary education, that the percentage of existing state revenues going to higher education can increase very much.

Future Appropriations for Higher Education

The needs of our colleges and universities will continue to grow. Between 1969-70 and 1974-75 we project an annual growth of 6-7 percent in enrollment, and an annual rise in per student costs of 4-6 percent, exclusive of the effects of inflation. This means, conservatively, a need for 10-13 percent more money each year during the next five years, plus whatever additional increases are needed because of additional inflation. These figures do not provide the funds necessary to bring Tennessee up to the regional average level of *appropriations per student,* but they should be sufficient to maintain Tennessee in the same relative position it now has among the Southern states.

A projection which does bring Tennessee up to the regional average per student appropriation is also shown as the "optimum" projection.

TABLE 5

State Appropriations for Higher Education Will Need To Rise
(Figures in 1000's of dollars)

Year	*Minimum*[1]	*Median*[2]	*Optimum*[3]
1970-71	98,000	---	108,675
1971-72	109,000	111,000	126,000
1972-73	122,000	126,000	141,000
1973-74	135,000	142,000	157,000
1974-75	149,000	160,000	175,000

[1] Minimum assumes 4% annual increase in per students costs.
[2] Median assumes 6% annual increase in per student costs.
[3] Optimum for 1970-71 is Higher Education Commission original recommendation. Optimum for 1972-75 represents estimated amount necessary to bring Tennessee up to regional average per student expenditures.

When these appropriations are compared with projected state revenues, assuming that state revenues will increase about 5% a year, exclusive of inflation, and that no more than 15% of state revenues will go to higher education, the funds available in relation to the required appropriations can be examined.

TABLE 6

Higher Education Needs Are Likely To Exceed Available Revenues
(Figures in 1000's of dollars)

Year	*Estimated Revenues Avail. for H. Educ.*	*Deficit from required appropriations*		
		Minimum	*Median*	*Optimum*
1970-71	98,200	---	---	10,500
1971-72	108,000	1,000	3,000	18,000
1972-73	113,000	9,000	13,000	28,000
1973-74	119,000	16,000	23,000	38,000
1974-75	125,000	24,000	35,000	50,000

The funds estimated to be available for higher education will be between 24 and 50 million dollars *less* than required appropriations by 1974-75. The difference can be made up in several ways:

1) New tax sources could be found to make up the difference.

2) The percentage of all general revenues going to higher education might be increased above the 15% level. This may be a real possibility if the federal government assumes responsibility for all welfare programs.

3) The federal government might provide more direct support for higher education. There are now bills before

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Congress which would provide substantial federal support for community colleges. If passed and funded, these bills would provide most of the money needed to expand our community colleges. Prospects for increased federal support for higher education in the next two years are very poor at the present time.

4) More of the cost can be charged to the student and his parents. Since the cost of education is already a barrier to higher education among low income youth, further increases in the share of educational costs paid by the student will decrease educational opportunity unless they are accompanied by offsetting increases in student financial aid.

Although the problem of financing higher education is a difficult one, it can be solved if the people want to solve it. Tennessee's total state tax effort, measured as a percent of income, is lower than ten of the fifteen Southern states. The states that make a lower effort all have a higher per capita income than Tennessee. In 1967-68 Tennessee's state tax revenues were 5.5 percent of personal income, while the average for the Southeast was 5.7 percent.

TABLE 7

Southern States Generally Make a Greater Tax Effort Than Tennessee

Percent of Personal Income for State Taxes, Southern States

Georgia	7.7	Oklahoma	6.1
Louisiana	7.7	Kentucky	6.0
Arkansas	7.2	Southern Average	5.7
Mississippi	6.9	**Tennessee**	**5.5**
S. Carolina	6.9	Maryland	5.1
N. Carolina	6.9	Florida	5.1
W. Virginia	6.7	Virginia	5.0
Alabama	6.3	Texas	4.5

If the total state and local tax effort in Tennessee is compared with the national average in 1967-68, a similar picture emerges. Tennesseans provided 8.8 percent of their income for state and local taxes combined, while the national average was 9.8 percent. If we equalled the average effort nationally or in other Southern states, there would be more than enough revenue to meet the needs of higher education.

Student Tuition

Tuition in Tennessee's public institutions has risen at about the same rate as in other neighboring states, and at about the same rate as per capita income in the state. Between 1959-60 and 1967-68 per capita income in Tennessee rose about 35%, tuition in the UT System rose 40% and tuition at the State Board universities rose 33%. Thus it is no more difficult for a student from an average income family to attend college today than it was at the beginning of the decade.

TABLE 8

Average In-State Tuition and Fees in Tennessee and Neighboring States in 1969-70

State	*Major State Univ.*	*Other Universities*	*Community Colleges*
Mississippi	$506	$350	$150
Florida	450	450	200
Virginia	420	370	350
Missouri	405	220	180
Georgia	405	315	240
Tennessee	**360**	**255**	**165**
Kentucky	280	240	280
North Carolina	175	150	126

TABLE 9

Average Out-of-State Tuition and Fees in Tennessee and Neighboring States in 1969-70

State	*Major State Univ.*	*Other Universities*	*Community Colleges*
Mississippi	$1106	$ 910	$550
Florida	1350	1350	400
North Carolina	1000	900	441
Tennessee	**975**	**735**	**640**
Kentucky	960	740	960
Georgia	945	720	510
Virginia	915	640	670
Missouri	905	440	640

Average tuition in the degree-granting *private* universities in Tennessee was about twice the UT tuition in 1960, but by 1968 it had risen to more than three times the tuition at UT (these figures include only the accredited private institutions). The tuition gap between public and private has increased rapidly.

Low tuition in public universities and colleges makes it easier for low and average income families to afford a college education. If tuition rises faster than family income, we will be decreasing, rather than increasing, opportunities for higher education. Therefore, the *Commission recommends that tuition for resident students increase no more rapidly than average family income.* For out-of-state students, *we recommend that tuition be gradually increased until it is approximately equal to the state's appropriation per student in each institution.*

These changes would not affect existing student exchange contracts operated by the Southern Regional Education Board, nor should they be applied to any future reciprocal student exchange agreements which may be developed between Tennessee and neighboring states. We do recommend that the one-sided arrangement whereby some Kentucky residents are admitted to Austin Peay State University without having to pay out-of-state tuition should be phased out in an orderly fashion.

If tuition at the state institutions is increased more rapidly than average family income, we recommend that these increases be offset for students from families with average and below average income by increases in scholarship assistance and increases in work opportunities.

In summary, we believe that low resident tuition in public universities opens up educational opportunities for many young people who otherwise might not be able to afford a college education, and that it should not be raised more than necessary. If tuition does have to increase to meet rising costs of operation, it should not be increased any more rapidly than average family income increases in the state.

The requirements for increased state support of higher education are large, but they will be easier to manage than the increases the state has already provided in the past decade. There is no reason that Tennessee cannot and should not have a quality system of higher education which will expand opportunities for all citizens who want and can profit from a college education.

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CAPITAL OUTLAY

Tennessee has expanded the buildings and facilities of the public universities enormously in the past ten years. From state bonds and state appropriations more than 184 million dollars have been made available for buildings and land purchases in the public institutions. In addition, more than 113 million in revenue producing projects (dormitories, student unions, etc.) have been provided through the State School Bond Authority since its creation in 1965.

Since the total book value of land, buildings, equipment, and other improvements of public higher education in Tennessee is about $420,000,000, it is obvious that more than two-thirds of the total has been added in the last decade, which is quite consistent with the fact that there are three times as many students today as there were a decade ago.

The table below shows state capital outlay funds for each biennium—by system.

TABLE 10

(Figures in thousands).

Year	UT System	State Board Universities	Community Colleges	Total
1959-61	$ 4,000	$ 6,300	$ ---	$10,300
1961-63	5,600	7,200	---	12,800
1963-65	8,581	11,869	---	20,450
1965-67	13,690	21,435	4,000	39,125
1967-69[1]	18,565	21,435	5,000	45,000
1967-69 (Supp)	5,814	9,186	1,000	16,000
1969-71	16,596	17,704	6,700	41,000
	$72,846	$95,129	$16,700	$184,675

1 Includes 5,000,000 for UT-Chattanooga

A study of space use in all the public institutions was made in 1967-68. This showed that most of the institutions had enough classroom and library space, but that there were still needs for laboratory, office, and special purpose space.

The major needs for the next five years are for replacement of existing substandard space and for buildings to accommodate the approximately 33,000 students who will be added to the state institutions by 1975. If we assume that one-third of the new students will require residential space, then the estimated costs of providing for the new students of the next five years will be approximately (using today's construction costs as a basis for the estimates):

TABLE 11

Academic buildings	$ 57,000,000
Auxiliary & Student Services Buildings	13,000,000
Residential (Dorm & Apts.)	45,000,000
Total	$115,000,000

These figures do not include any estimates for renovation and replacement, nor do they provide for any further rise in building costs, so they are clearly lower than actual requirements will be. Even with an allowance for renovation, the needs for construction will be less than the construction of the last five years. Since about half the needed space would be financed by fees and rents paid by the users, the requirements for capital outlay from the state bonds would be only about half the total need.

The capital outlay needs of the state in the next five years appear to be achievable with the procedures and resources of the state. There will be substantial need for additional buildings in the next five years to take care of the new students, but it is well within the capability of the state to construct the new buildings that are needed.

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DETAILED TABLES

A. TOTAL EQUATED ENROLLMENT,[1] FALL TERMS
1959, 1964, 1966—1969 ACTUAL, 1970-74 PROJECTED

	1959	*1964*	*1966*	*1967*	*1968*	*1969*	*1970*	*1971*	*1972*	*1973*	*1974*
Austin Peay	1,143	1,947	2,416	2,568	2,793	2,971	3,200	3,400	3,600	3,800	4,000
East Tennessee	3,742	5,873	7,206	7,423	7,385	7,456	7,700	8,000	8,200	8,500	8,700
Memphis State	4,266	9,062	11,897	12,716	13,563	14,367	15,300	16,000	16,900	17,900	18,800
Middle Tennessee	2,180	4,185	5,356	5,818	6,287	6,782	7,200	7,500	7,800	8,100	8,500
Tennessee State	3,120	4,593	5,526	4,780	4,516	4,330	4,400	4,500	4,700	5,000	5,200
Tennessee Tech	2,616	4,070	5,069	5,328	5,325	5,425	5,600	5,800	6,100	6,400	6,600
Total—State Board Senior Institutions	17,067	29,730	37,470	38,633	39,869	41,331	43,400	45,200	47,300	49,700	51,800
Cleveland	--	--	--	555	1,112	1,220	1,300	1,400	1,400	1,400	1,400
Columbia	--	--	361	761	902	1,043	1,100	1,200	1,200	1,200	1,200
Jackson	--	--	--	506	1,100	1,058	1,250	1,300	1,400	1,500	1,500
Dyersburg	--	--	--	--	--	328	700	900	1,000	1,000	1,000
Motlow	--	--	--	--	--	429	750	900	1,000	1,000	1,000
Walters	--	--	--	--	--	--	500	800	1,000	1,100	1,200
Gallatin	--	--	--	--	--	--	--	600	1,000	1,200	1,400
Roane	--	--	--	--	--	--	--	400	700	900	1,000
Shelby	--	--	--	--	--	--	--	--	1,000	2,000	2,700
New Metro	--	--	--	--	--	--	--	--	--	1,000	2,000
New Metro	--	--	--	--	--	--	--	--	--	--	1,000
Total—Community Colleges	--	--	361	1,822	3,114	4,078	5,600	7,500	9,700	12,300	15,400
UT-Knoxville	--	--	16,300	17,984	19,917	20,286	21,200	22,700	23,200	23,700	24,200
UT-Chattanooga	--	--	--	--	--	3,162	3,700	4,100	4,800	5,300	5,700
UT-Martin	--	--	2,783	3,099	3,628	4,070	4,500	4,800	5,100	5,300	5,600
UT-Medical Units	--	--	1,560	1,555	1,643	1,632	1,700	1,700	1,800	1,900	2,000
UT-Centers	--	--	851	1,139	984	1,043	1,300	1,400	1,500	1,600	1,700
Total—UT	9,678	16,983	21,494	23,777	26,172	30,193	32,400	34,700	36,400	37,800	39,200
Total—All Public Institutions	26,745	46,713	59,325	64,232	69,155	75,602	81,400	87,400	93,400	99,800	106,400

[1] All Enrollment equated on a twelve hour basis.

Sources: State Department of Education, *Annual Statistical Reports;* Division of Higher Education enrollment summaries; Office of Education, *Opening Fall Enrollments*

B. TOTAL HEADCOUNT ENROLLMENT, FALL TERMS
1959, 1964, 1966-69 ACTUAL AND 1970-74 PROJECTED

	1959	*1964*	*1966*	*1967*	*1968*	*1969*	*1970*	*1971*	*1972*	*1973*	*1974*
Austin Peay	1,548	2,385	2,894	2,894	3,186	3,270	3,560	3,940	4,140	4,390	4,630
East Tennessee	4,154	6,932	8,611	8,903	8,966	9,181	9,370	9,740	10,060	10,460	10,810
Memphis State	4,937	10,975	14,023	15,101	16,344	17,449	18,310	19,280	20,360	21,570	22,650
Middle Tennessee	2,363	4,578	5,761	6,257	6,779	7,425	7,780	8,130	8,510	8,840	9,180
Tennessee State	3,251	4,689	5,614	4,793	4,536	4,543	4,520	4,610	4,890	5,130	5,350
Tennessee Tech	2,729	4,323	5,243	5,593	5,672	5,902	6,030	6,240	6,460	6,770	7,090
Total - State Board Senior Institutions	18,982	33,882	42,146	43,541	45,483	47,770	49,570	51,940	54,420	57,160	59,710
Cleveland	--	--	--	681	1,368	1,576	1,600	1,800	1,800	1,800	1,800
Columbia	--	--	400	1,025	1,125	1,215	1,400	1,500	1,500	1,500	1,500
Jackson	--	--	--	640	1,436	1,438	1,500	1,600	1,800	1,900	1,900
Dyersburg	--	--	--	--	--	588	900	1,100	1,300	1,300	1,300
Motlow	--	--	--	--	--	530	1,000	1,100	1,300	1,300	1,300
Walters	--	--	--	--	--	--	500	1,000	1,300	1,400	1,500
Gallatin	--	--	--	--	--	--	--	800	1,300	1,500	1,800
Roane	--	--	--	--	--	--	--	500	900	1,100	1,300
Shelby	--	--	--	--	--	--	--	--	1,300	2,500	3,400
New Metro	--	--	--	--	--	--	--	--	--	1,300	2,500
New Metro	--	--	--	--	--	--	--	--	--	--	1,300
Total - Community Colleges	--	--	400	2,346	3,929	5,347	6,900	9,400	12,500	15,600	19,600
UT-Knoxville	--	17,837[1]	22,209[1]	24,280[1]	22,391	23,412	24,640	25,350	25,960	26,570	27,160
UT-Chattanooga	--	--	--	--	--	3,741	4,370	4,820	5,570	6,220	6,670
UT-Martin	--	2,200	2,807	3,168	3,755	4,197	4,590	4,950	5,290	5,580	5,870
UT-Medical Units	--	1,531	1,573	1,567	1,652	1,660	1,750	1,760	1,870	1,980	2,090
UT-Centers	--	[1]	[1]	[1]	2,195	2,148	2,400	2,750	2,910	3,060	3,220
Total - UT	11,691	21,568	26,589	29,015	29,993	35,158	37,750	39,630	41,600	43,410	45,010
Total - All Public Institutions	30,673	55,450	69,135	74,902	79,405	88,275	94,220	100,970	108,520	116,170	124,320
Total - All Private Institutions	25,130	31,907	37,461	36,901	37,463	37,500	38,000	38,500	39,000	39,500	40,000
Total - All Tennessee Institutions	55,803	87,357	106,596	111,803	116,868	125,775	132,220	139,470	147,520	155,670	164,320

[1] Centers included with Knoxville

Sources: State Department of Education, *Annual Statistical Reports;* Division of Higher Education enrollment summaries; Office of Education. *Opening Fall Enrollments*

C. UNDERGRADUATE HEADCOUNT ENROLLMENT, FALL TERMS
1959, 1964, 1966-69 ACTUAL AND 1970-74 PROJECTED

	1959	*1964*	*1966*	*1967*	*1968*	*1969*	*1970*	*1971*	*1972*	*1973*	*1974*
Austin Peay	1,505	2,331	2,785	2 782	3,017	3,089	3,340	3,700	3,880	4,110	4,330
East Tennessee	3,971	6,520	8,066	8,231	8,156	8,297	8,390	8,620	8,830	9,160	9,460
Memphis State	4,623	10,211	12,521	13,331	14,298	15,054	15,810	16,680	17,660	18,720	19,650
Middle Tennessee	2,244	4,315	5,307	5,792	6,263	6,732	7,060	7,380	7,700	7,980	8,280
Tennessee State	3,084	4,538	5,434	4,673	4,372	4,341	4,300	4,380	4,650	4,870	5 080
Tennessee Tech	2,665	4,227	5,003	5,301	5,375	5,484	5,600	5,790	5,990	6,280	6,580
Total - State Board Senior Institutions	18,092	32,142	39,116	40,110	41,481	42,997	44,500	46,550	48,710	51,120	53,380
Cleveland	--	--	--	681	1,368	1,576	1,600	1,800	1,800	1,800	1,800
Columbia	--	--	400	1,025	1,125	1,215	1,400	1,500	1,500	1,500	1,500
Jackson	--	--	--	640	1,436	1,438	1,500	1,600	1,800	1,900	1,900
Dyersburg	--	--	--	--	--	588	900	1,100	1,300	1,300	1,300
Motlow	--	--	--	--	--	530	1,000	1,100	1,300	1,300	1,300
Walters	--	--	--	--	--	--	500	1,000	1,300	1,400	1,500
Gallatin	--	--	--	--	--	--	--	800	1,300	1,500	1,800
Roane	--	--	--	--	--	--	--	500	900	1,100	1,300
Shelby	--	--	--	--	--	--	--	--	1,300	2,500	3,400
New Metro	--	--	--	--	--	--	--	--	--	1,300	2,500
New Metro	--	--	--	--	--	--	--	--	--	--	1,300
Total - Community Colleges	--	--	400	2,346	3,929	5,347	6,900	9,400	12,500	15,600	19,600
UT-Knoxville	--	14,814[2]	18,625[2]	20,566[2]	18,042	18,700	19,520	19,880	20,040	20,200	20,440
UT-Chattanooga	--	--	--	--	--	3,627	4,200	4,600	5,300	5,900	6,300
UT-Martin	--	2,200	2,807	3,134	3,693	4,090	4,470	4,800	5,110	5,370	5,620
UT-Med. Units[1]	--	1,404	1,466	1,449	1,540	1,528	1,600	1,600	1,700	1,800	1,900
UT-Centers	--	[2] --	[2] --	[2] --	2,195	2,099	2,400	2,750	2,910	3,060	3,220
Total - UT	10,003	18,418	22,898	25,149	25,470	30,044	32,190	33,630	35,060	36,330	37,480
Total - All Public Institutions	28,095	50,560	62,414	67,605	70,880	78,388	83,590	89,580	96,270	103,050	110,460

[1] Includes Graduate Level Professional Enrollment in Medicine, Dentistry and Pharmacy.
[2] Centers included with Knoxville.
Sources: State Department of Education, *Annual Statistical Reports;* Division of Higher Education enrollment summaries; Office of Education, *Opening Fall Enrollments*

D. GRADUATE [1] HEADCOUNT ENROLLMENT, FALL TERMS
1959, 1964, 1966-69 ACTUAL AND 1970-74 PROJECTED

	1959	*1964*	*1966*	*1967*	*1968*	*1969*	*1970*	*1971*	*1972*	*1973*	*1974*
Austin Peay	43	54	109	112	169	181	220	240	260	280	300
East Tennessee	183	412	545	672	810	884	980	1,120	1,230	1,300	1,350
Memphis State	314	764	1,502	1,770	2,046	2,395	2,500	2,600	2,700	2,850	3,000
Middle Tennessee	119	263	454	465	516	693	720	750	810	860	900
Tennessee State	167	151	180	120	164	202	220	230	240	260	270
Tennessee Tech	64	96	240	292	297	418	430	450	470	490	510
Total - State Board Senior Institutions	890	1,740	3,030	3,431	4,002	4,773	5,070	5,390	5,710	6,040	6,330
UT-Knoxville [2]	--	3,023	3,584	3,714	4,349	4,761	5,120	5,470	5,920	6,370	6,720
UT-Chattanooga	--	--	--	--	--	114	170	220	270	320	370
UT-Martin	--	--	--	34	62	107	120	150	180	210	250
UT-Med. Units		127	107	118	112	132	150	160	170	180	190
Total - UT	1,688	3,150	3,691	3,866	4,523	5,114	5,560	6,000	6,540	7,080	7,530
Total - All Public Institutions	2,578	4,890	6,721	7,297	8,525	9,887	10,630	11,390	12,250	13,120	13,860

[1] Excludes Medical, Dental, and Pharmacy students, but includes other Graduate level professionals.
[2] Centers included with Knoxville.

Sources: State Department of Education, *Annual Statistical Reports;* Division of Higher Education enrollment summaries; Office of Education, *Opening Fall Enrollments*

E. BACHELOR'S DEGREES AWARDED, SELECTED YEARS, 1959-68, 1969-72 PROJECTIONS

	1959-60	*1964-65*	*1966-67*	*1967-68*	*1968-69*	*1969-70*	*1970-71*	*1971-72*
Austin Peay	168	261	260	349	385	500	450	550
East Tennessee	509	733	893	997	1,087	1,100	1,350	1,100
Memphis State	505	920	1,163	1,317	1,584	1,700	1,700	1,900
Middle Tennessee	405	591	726	831	1,089	1,000	1,100	1,250
Tennessee State	400	458	530	508	574	700	650	650
Tennessee Tech	423	556	645	727	936	950	900	900
Total - State Board Senior Institutions	2,410	3,519	4,217	4,729	5,655	5,950	6,150	6,350
Total - UT	1,330	1,909	2,246	2,150	2,926	3,500	4,000	4,500
Total - All Public Institutions	3,740	5,428	6,463	6,879	8,581	9,450	10,150	10,850
Total - All Private Institutions	3,496	4,335	4,620	5,407				
Total - All Tennessee Institutions	7,236	9,763	11,083	12,286				

Sources: U.S. Department of Health, Education and Welfare, *Earned Degrees Conferred;* Tennessee Department of Education, *Annual Statistical Reports*

F. MASTER'S[1] AND DOCTOR'S DEGREES AWARDED, SELECTED YEARS, 1959-68, 1969-72 PROJECTIONS

	1959-60		*1964-65*		*1966-67*		*1967-68*		*1968-69*		*1969-70*		*1970-71*		*1971-72*	
	M.S.	*Doctor's*	*M.S.*	*Doctor's*	*M.S.*	*Doctor's*	*M.S.*	*Doctor's*	*M.S.*	*Doctor's*	*M.S.*	*Doctor's*	*M.S.*	*Doctor's*	*M.S.*	*Doctor's*
Austin Peay	32	-	25	-	26	-	32	-	50	-	60	-	70	-	80	-
East Tennessee	54	-	79	-	159	-	165	-	189	-	200	-	240	-	280	-
Memphis State	125	-	233	-	327	-	510	1	598	8	700	10	900	15	1,100	25
Middle Tennessee	81	-	102	-	173	-	216	-	246	-	300	-	400	-	500	-
Tennessee State	101	-	88	-	102	-	113	-	131	-	130	-	140	-	150	-
Tennessee Tech	9	-	22	-	61	-	88	-	109	-	120	-	150	-	180	-
Total - State Board Senior Institutions	402	-	549	-	848		1,124	1	1,323	8	1,510	10	1,900	15	2,290	25
Total - UT	743	47	835	91	945	97	1,122	173	1,406	204	1,600	350	1,900	450	2,200	600
Total - All Public Institutions	1,145	47	1,384	91	1,793	97	2,246	174	2,729	212	3,110	360	3,800	465	4,490	625
Total - All Private Institutions	850	57	793	110	750	134	672	147								
Total - All Tennessee Institutions	1,995	104	2,177	201	2,543	231	2,918	321								

[1] Includes first professional degrees in Dentistry, Law, and Medicine.

Sources: U. S. Department of Health, Education and Welfare, *Earned Degrees Conferred;* Tennessee Department of Education, *Annual Statistical Reports*

G. UNDERGRADUATE AND GRADUATE MAJORS OFFERED BY SUBJECT FIELD, 1969-70

AREA	APSU		ETSU		MSU		MTSU		TSU		TTU		UT KNOXVILLE		UT CHATT.		UT MARTIN		Total—All Institutions	
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Agriculture	1	–	–	–	–	–	4	–	4	1	5	–	13	13	–	–	1	–	28	14
Architecture	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	1	–
Biological Sciences	1	1	2	2	1	1	1	1	2	3	1	1	4	5	1	–	3	–	16	14
Business and Commerce	5	–	10	–	15	5	8	2	4	–	5	–	21	7	2	1	3	–	73	15
Education	3	4	5	3	4	8	3	5	3	6	3	2	3	17	1	4	3	3	28	52
Engineering	–	–	–	–	4	1	–	–	4	–	7	7	12	14	1	–	1	–	29	22
English and Journalism	1	1	2	1	6	1	1	1	1	1	2	1	5	2	2	–	1	–	21	8
Fine and Applied Arts	5	–	3	1	7	4	4	–	4	1	1	–	13	5	7	–	1	–	45	11
Foreign Languages and Literature	1	–	3	–	4	1	3	–	2	1	3	–	7	5	6	–	2	–	31	7
Forestry	–	–	–	–	–	–	–	–	–	–	–	–	1	1	–	–	–	–	1	1
Geography	1	–	2	1	2	2	1	–	–	–	2	–	2	2	1	–	1	–	12	5
Health Professions	–	–	1	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	2	–
Home Economics	1	–	1	–	4	–	2	–	4	–	1	–	9	8	1	–	1	–	24	8
Law	–	–	–	–	–	1	–	–	–	–	–	–	–	1	–	–	–	–	–	2
Library Science	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	1
Mathematical Subjects	1	–	1	1	1	1	2	1	–	–	1	1	1	2	1	1	1	–	9	7
Philosophy	1	–	1	–	1	–	–	–	–	–	–	–	1	1	2	–	–	–	6	1
Physical Sciences	2	1	2	2	3	2	2	1	3	1	2	2	2	3	2	1	1	–	19	13
Psychology	1	1	1	–	1	1	1	1	1	1	–	–	1	1	1	–	1	–	8	5
Religion	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	1	–
Social Sciences	1	1	5	4	6	3	6	2	5	1	4	1	8	3	5	–	3	–	43	15
Trade and Industrial Training	2	–	2	–	10	–	2	1	2	–	1	–	–	–	–	–	–	–	19	1
Miscellaneous Fields	–	–	1	1	–	–	–	1	1	–	–	–	–	5	–	–	–	–	2	7
TOTAL	27	9	42	16	69	31	40	16	40	16	38	15	105	96	34	7	23	3	418	209

Source: Institutional Catalogs

H. UNDERGRADUATE COURSES TAUGHT AT PUBLIC INSTITUTIONS, FALL TERM 1968

Area	Austin Peay	East Tennessee	Memphis State	Middle Tennessee	Tennessee State	Tennessee Tech	UT-Knoxville	UT-Martin	Total-All Institutions
Agriculture	10	--	--	25	23	27	45	12	142
Architecture	--	--	--	--	10	--	24	--	34
Biological Sciences	11	18	34	13	17	15	38	18	164
Business and Commerce	24	53	78	41	29	40	82	29	376
Education	63	192	119	75	105	81	202	86	923
Engineering	--	--	25	--	30	86	146	11	298
English and Journalism	17	34	47	25	26	20	59	20	248
Fine and Applied Arts	54	46	174	80	60	30	115	34	593
Foreign Languages and Literature	9	16	44	18	21	11	66	10	195
Forestry	--	--	--	--	--	--	5	--	5
Geography	9	17	14	11	6	8	4	6	75
Health Professions	--	26	2	2	3	--	4	--	37
Home Economics	11	--	18	25	33	20	69	20	196
Law	--	--	--	--	--	--	--	--	--
Library Science	8	4	6	5	3	--	6	--	32
Mathematical Subjects	17	27	32	29	24	26	60	15	230
Philosophy	4	7	10	3	3	3	15	--	45
Physical Sciences	16	25	39	21	25	21	69	14	230
Psychology	--	12	15	14	7	7	22	4	81
Religion	--	--	--	--	1	--	8	4	13
Social Sciences	36	80	96	74	65	34	87	22	494
Trade and Industrial Training	9	--	45	24	34	10	--	--	122
Miscellaneous Fields	--	10	--	11	5	14	16	4	60
Total	298	567	798	496	530	453	1,142	309	4,593

Source: Tennessee College Association, *Academic Programs: Inventory and Projection*, Volume II

I. GRADUATE COURSES TAUGHT AT PUBLIC INSTITUTIONS, FALL TERM 1968

Area	Austin Peay	East Tennessee	Memphis State	Middle Tennessee	Tennessee State	Tennessee Tech	UT-Knoxville	UT-Martin	Total-All Institutions
Agriculture	--	--	--	--	7	--	11		18
Architecture	--	--	--	--	--	--	--	--	--
Biological Sciences	2	5	22	6	4	3	20	--	62
Business and Commerce	--	4	30	4	--	--	21	--	59
Education	11	39	97	22	20	11	84	7	291
Engineering	--	--	13	--	--	16	48	--	77
English and Journalism	4	2	13	7	1	1	13	--	41
Fine and Applied Arts	3	6	36	--	3	--	22	--	70
Foreign Languages & Literature	--	--	18	--	3	--	18	--	39
Forestry	--	--	--	--	--	--	--	--	--
Geography	--	5	8	--	--	--	6	--	19
Health Professions	--	1	--	--	--	--	--	--	1
Home Economics	--	--	--	--	--	--	23	--	23
Law	--	--	18	--	--	--	27	--	45
Library Science	--	4	2	--	--	--	5	--	11
Mathematical Subjects	1	5	16	3	1	4	22	--	52
Philosophy	--	--	4	--	--	--	4	--	8
Physical Sciences	--	7	24	3	3	3	32	--	72
Psychology	--	--	25	9	7	1	28	--	70
Religion	--	--	--	--	--	--	--	--	--
Social Sciences	3	7	51	18	4	2	41	--	126
Trade and Industrial Training	--	--	4	3	--	--	--	--	7
Miscellaneous Fields	--	--	--	--	--	--	17	--	17
Total	24	85	381	75	53	41	442	7	1,108

Sources: Tennessee College Association, *Academic Programs: Inventory and Projection*, Volume II

J. DEGREE PROPOSALS

APPROVED BY TENNESSEE HIGHER EDUCATION COMMISSION SINCE SEPTEMBER, 1968

	Approval Date
Austin Peay State University	
Bachelor of Arts in Philosophy	6/2/69
Master of Arts in Psychology	6/2/69
Cleveland State Community College	
One-Year Certificate Program for Teaching Assistants	6/2/69
Social Services Assistant (one-year program)	9/8/69
East Tennessee State University	
Master of City Management	7/16/69
Two-Year Certificate Program in Accounting	7/16/69
Master of Arts in Instructional Communications	7/16/69
Master of Arts in Philosophy	6/2/69
Jackson State Community College	
Associate of Science in Inhalation Therapy	6/2/69
Associate of Science in Medical Laboratory Technology	6/2/69
Associate of Science in Radiological Technology	6/2/69
Memphis State University	
Master of Science in Technical Education	7/16/69
Doctor of Philosophy in History	6/2/69
Middle Tennessee State University	
Master of Business Administration	11/22/68
Bachelor of Music	9/23/68
Master of Arts in College Teaching of English	6/2/69
Bachelor of Fine Arts	6/2/69
Bachelor of Science in Planning	6/2/69
Associate of Arts in Law Enforcement	6/2/69
Doctor of Education in Education (jointly with Peabody College)	6/2/69
Master of Public Administration (jointly with UT-Nashville)	7/16/69
University of Tennessee—Knoxville	
Doctor of Philosophy and Doctor of Education in Health Education	9/23/68
Master of Science in Journalism	9/23/68
Master of Science and Doctor of Philosophy in Ecology	11/22/68
Doctor of Philosophy in Spanish	7/16/69
Master of Science and Specialist in Education in Safety Education	7/16/69
University of Tennessee—Martin	
Associate of Arts in Nursing	7/16/69
Bachelor of Science in Engineering Technology	9/8/69
University of Tennessee—Memphis	
Master of Science in Nursing	7/16/69
Certificate Program for Dental Assistants	9/23/68
University of Tennessee—Nashville	
Master of Public Administration (jointly with MTSU)	7/16/69
University of Tennessee—Chattanooga	
Bachelor of Science in Engineering	9/8/69

Since September of 1968, the Tennessee Higher Education Commission has approved 31 degree proposals. On July 16, 1969, the Commission approved the establishment of a College of Allied Health Sciences at UT-Memphis.

31

PROPOSALS STILL PENDING

Memphis State University
Master of Library Science

Tennessee Technological University
Doctor of Philosophy in Engineering
Specialist in Education in Education

University of Tennessee—Knoxville
Bachelor of Science in Nursing
Master of Science in Computer Science
Master of Library Science

University of Tennessee—Martin
Master of Science in Home Economics

University of Tennessee—Nashville
Bachelor of Science in Business Administration

University of Tennessee—Chattanooga
Bachelor of Science in Nursing

As of October, 1969, there are 9 degree proposals pending which have been submitted to the Tennessee Higher Education Commission for action.

K. STATE APPROPRIATIONS FOR INSTITUTIONAL OPERATING EXPENDITURES, TOTAL AND PER STUDENT, SELECTED YEARS, 1959-70

(APPROPRIATIONS IN THOUSANDS OF DOLLARS)

	1959-60		1964-65		1966-67		1967-68		1968-69		1969-70	
	Approp.	Per Student Approp.	Approp.	Per Student Approp.	Approp.	Per Student Approp.	Approp.	Per Student Approp.	Approp.	Per Student Approp.	Approp.	Per Student Approp.
Austin Peay	$ 708	$619	$ 1,272	$653	$ 1,820	$ 753	$ 2,289	$ 891	$ 2,514	$ 900	$ 2,759	$ 929
East Tennessee	1,182	316	2,727	464	4,792	665	6,062	817	6,832	925	7,099	952
Memphis State	1,258	295	4,142	457	7,843	659	10,563	831	11,874	875	14,062	979
Middle Tennessee	964	442	2,266	541	3,658	683	4,756	817	5,348	851	6,146	906
Tennessee State	2,149	689	2,538	552	3,594	650	4,149	868	4,719	1,045	4,398	1,016
Tennessee Tech	1,071	409	2,069	508	3,603	711	4,487	842	5,059	950	5,347	986
Total—State Board Senior Institutions	$ 7,332	$430	$15,014	$505	$25,310	$ 675	$32,306	$ 836	$36,346	$ 912	$39,811	$ 963
Cleveland	–	–	–	–	$ 50	$ –	$ 400	$ 721	$ 750	$ 674	$ 1,091	$ 894
Columbia	–	–	–	–	400	$1,108	750	986	970	1,075	1,063	1,019
Jackson	–	–	–	–	50	–	400	790	750	682	1,091	1,031
Dyersburg	–	–	–	–	–	–	–	–	75	–	500	1,524
Motlow	–	–	–	–	–	–	–	–	75	–	500	1,166
Walters	–	–	–	–	–	–	–	–	–	–	75	–
Total—Community Colleges[2]	–	–	–	–	$,500	$1,108	$ 1,550	$ 851	$ 2,620	$ 793	$ 4,320	$1,041
University of Tennessee	$ 8,025	$829	$13,694	$806	$20,602	$958	$18,936	$ 990	$21,521	$1,030	$25,216	$1,182
Knoxville (includes centers)												
Chattanooga	–	–	–	–	–	–	–	–	–	–	3,052	965
Martin	[1]	[1]	[1]	[1]	[1]	[1]	2,252	727	2,518	694	3,325	817
Memphis Medical	[1]	[1]	[1]	[1]	[1]	[1]	4,659	2,996	5,179	3,152	5,777	3,540
Agricultural Experiment Station	700	–	1,214	–	1,489	–	1,639	–	1,739	–	1,842	–
Agricultural Extension Service	980	–	1,810	–	2,085	–	2,185	–	2,335	–	2,645	–
Memorial Research Center	100	–	100	–	275	–	275	–	275	–	450	–
Municipal Technical Advisory Service	50	–	60	–	72	–	139	–	154	–	164	–
Total—UT[3]	$ 9,855	$829	$16,878	$806	$24,523	$958	$30,085	$1,087	$33,721	$1,116	$42,471	$1,238
Total—All Institutions[2,3]	$17,187	$574	$31,892	$614	$50,333	$ 781	$63,941	$ 929	$72,687	$ 984	$86,602	$1,077

[1] Prior to the 1967-69 biennium appropriations for UT-Martin and UT-Memphis Medical Units were included in the Knoxville appropriations.
[2] Per student appropriations does not include community college appropriations for 1966-67, 1968-69, or 1969-70 when no students were enrolled.
[3] Per student appropriation does not include appropriations to the Agricultural Experiment Station, Agricultural Extension Service, Memorial Research Center, or Municipal Technical Advisory Service.

Sources: State of Tennessee, Budget Document
Department of Finance and Administration
State Department of Education, *Annual Statistical Reports*
University of Tennessee, *Treasurer's Report*
State of Tennessee, *Public Acts*

L. TOTAL EDUCATIONAL AND GENERAL EXPENDITURES, TENNESSEE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SELECTED YEARS, 1959-69

	1959-60	*1964-65*	*1966-67*	*1967-68*	*1968-69*
Austin Peay	$ 913,289	$ 1,670,423	$ 2,447,049	$ 3,027,716	$ 3,463,838
East Tennessee	1,977,847	4,052,392	6,171,627	7,748,166	8,706,815
Memphis State	2,173,823	5,522,989	9,548,701	12,176,993	15,812,455
Middle Tennessee	1,451,246	3,129,512	5,299,604	6,381,015	7,389,026
Tennessee State	2,706,041	3,963,922	4,670,029	6,546,363	6,449,579
Tennessee Tech	1,573,426	3,276,764	5,063,819	6,332,425	7,069,096
Total—State Board Senior Institutions	$10,795,622	$21,616,002	$33.200,829	$42,212,678	$48,890,809
Annual or Annual Average Percent Increase		20.0	26.8	27.1	15.8
Cleveland State	---	---	---	532,101	1,134,512
Columbia State	---	---	501,462	981,153	938,875
Jackson State	---	---	---	544,608	1,069,333
Total—Community Colleges	---	---	$ 501.462	$ 2,057,862	$ 3,142,720
Annual Percent Increase				310.4	52.7
UT-Knoxville	$11,125,777	$20,461,559	$30,350,152	$ 37,065,008	$ 40,207,411
UT-Martin	820,537	$ 1,365,190	2,192,411	2,809,909	3,692,260
UT-Memphis	4,358,841	8,806,457	11,892,221	12,967,507	15,009,467
Agricultural Experiment Station	1,981,429	3,350,038	3,981,996	4,224,885	5,722,018
Agricultural Extension Service	2,918,487	4,456,691	5,033,517	5,262,719	5,837,121
M.T.A.S.	108,723	133,347	151,795	227,842	303,964
Memorial Research Center and Graduate Training	273,586	210,725	638,295	879,925	1,061,854
Total-UT	$21,587,380	$38,784,007	$54,240,357	$ 63,437,795	$ 71,834,095
Annual or Annual Average Percent Increase		15.9	19.9	17.0	13.2
Total—All Institutions	$32,383,002	$60,400,009	$87,942,648	$107,708,335	$123,867,624
Annual or Annual Average Percent Increase		17.3	22.8	22.5	15.0

Source: University of Tennessee: *Treasurer's Reports*
State Board Institutions: A. 1959-60, 1964-65, 1966-67, 1967-68—State Department of Education, *Annual Statistical Reports*
B. 1968-69—Institutional Financial Reports

M. STATE APPROPRIATIONS FOR HIGHER EDUCATION INSTITUTIONS, TOTAL STATE REVENUE, PER STUDENT APPROPRIATIONS, SELECTED YEARS 1959–70 AND 1970–75 PROJECTIONS

Year	Appropriation for Higher Education (in Thousands of Dollars)	Total [1] General Revenue (in Thousands of Dollars)	Percent for Higher Education	Appropriations Per Student [2]
1959-60	$ 17,187	$288,386	6.0	$ 574
1964-65	31,892	425,474	7.5	614
1966-67	50,333	490,617	10.2	781
1967-68	63,941	554,792	11.5	929
1968-69	72,687	618,715	11.7	984
1969-70	86,602	669,583[3]	12.9	1,077
1970-71	98,000	683,000	14.3	1,123
1971-72	109-126,000[4]	717,000	16.4	1,171–1,354
1972-73	122-141,000[4]	753,000	17.5	1,227–1,418
1973-74	135-157,000[4]	791,000	18.6	1,270–1,478
1974-75	149-175,000[4]	831,000	19.6	1,315–1,544

[1] Total general revenues for 1971–75 are estimated on the basis of a yearly increase of 5%.

[2] Per Student Appropriations do not include appropriations to the Agricultural Experiment Station, Agricultural Extension Service, Memorial Research Center, or Municipal Technical Advisory Service or to community colleges for terms when no students were enrolled.

[3] July 1 Estimate.

[4] Median appropriation estimate used to compute percent for higher education.

N. APPROPRIATIONS OF STATE TAX FUNDS FOR OPERATING EXPENSES OF HIGHER EDUCATION FOR TENNESSEE AND NEIGHBORING STATES, SELECTED YEARS, 1959-70, AND PER CAPITA APPROPRIATIONS, 1967-70

State	1959-60 Approp.	1964-65 Approp.	1968-69 Approp.	1969-70 Approp.	1959-60 to 1969-70 Gain	1964-65 to 1969-70 Gain	1968-69 to 1969-70 Gain	1967-68 Per Capita Approp.	1968-69 Per Capita Approp.	1969-70 Per Capita Approp.
	(IN THOUSANDS OF DOLLARS)									
Alabama	$ 21,283	$ 30,421	$ 58,462	$ 72,518	240.7%	138.4%	24.0%	$16.44	$16.56	$20.74
Arkansas	13,551	20,369	44,547	47,630	251.5	133.8	6.9	19.80	22.25	23.98
Florida	40,392	75,695	156,645	198,438	391.3	162.2	26.7	21.37	25.86	31.72
Georgia	24,058	41,770	112,524	124,207	416.3	197.4	10.4	19.37	25.17	27.41
Kentucky	14,954	42,782	82,350	95,478	538.5	123.2	15.9	23.31	25.99	30.02
Louisiana	40,062	65,031	99.222	99,352	148.0	52.8	0.1	25.44	26.93	26.82
Maryland	23,818	39,177	79,742	92,132	286.8	135.2	15.5	18.37	21.67	24.89
Mississippi	15,118	25,931	47,804	47,804	216.2	84.4	0.0	15.64	20.62	20.52
North Carolina	28,419	51,431	114,709	175,931	519.1	242.1	53.4	21.20	22.85	34.65
Oklahoma	27,014	33,505	52,858	59,522	120.3	77.6	12.6	18.77	21.37	23.55
South Carolina	12,113	19,286	39,645	53,316	339.4	176.4	34.5	13.15	15.18	20.37
TENNESSEE[1]	17,022	31,892	73,137	87,137	411.9	173.2	19.1	16.58	18.56	22.06
Texas	71,021	114,156	259,425	340,046	378.8	197.9	31.1	21.53	24.07	30.94
Virginia	25,544	42,421	107,524	117,158	358.6	176.2	9.0	16.40	24.37	26.21
West Virginia	16,919	23,761	49,033	55,005	225.1	131.5	12.2	24.72	27.17	30.26
Total	$ 391,288	$ 657,628	$1,377,627	$1,665,674	328.2	153.3	21.2			
U.S. TOTAL	$1,399,904	$2,441,476	$5,050,424	$6,122,494	337.4	150.8	21.2	$22.20	$25.56	$30.66

[1] Tennessee statistics include higher education agencies

Sources: M.M. Chambers, *Grapevine; The Chronicle of Higher Education*

O. PER STUDENT APPROPRIATIONS FOR TENNESSEE AND NEIGHBORING STATES, 1968-69

State	1968-69 Appropriations (in Thousands of Dollars)	Fall 1968 Public Degree Credit Head-Count Enrollment	Per Student Appropriation (Headcount)	Per Student Appropriation Equated[1]
Alabama	$ 58,462	74,106	$ 789	$ 926
Arkansas	44,547	38,382	1,161	1,362
Florida	156,645	139,126	1,126	1,322
Georgia	112,524	82,842	1,358	1,594
Kentucky	82,350	68,954	1,194	1,402
Louisiana	99,222	94,639	1,048	1,230
Maryland	79,742	85,371	934	1,096
Mississippi	47,804	55,897	855	1,004
North Carolina	114,709	82,651	1,388	1,629
Oklahoma	52,858	82,043	644	756
South Carolina	39,645	29,457	1,346	1,580
TENNESSEE[2]	73,137	81,159	901	1,058[3]
Texas	259,425	284,913	911	1,069
Virginia	107,524	86,772	1,239	1,454
West Virginia	49,033	45,426	1,079	1,267
TOTAL	$1,377,627	1,331,738	$1,034	$1,214
U.S. TOTAL	$5,050,424	4,928,320	$1,025	$1,203

[1] Headcount enrollment was adjusted by using the Tennessee ratio between headcount and equated enrollment.
[2] Tennessee statistics include higher education agencies.
[3] Based on total appropriations.
Sources: M.M. Chambers, *Grapevine;* Office of Education, *Opening Fall Enrollment,* 1968; Tennessee State Department of Education, Enrollment Reports

P. TUITION RATES, 1969-70, FOR TENNESSEE AND NEIGHBORING STATES

	STATE UNIVERSITIES			REGIONAL UNIVERSITIES			COMMUNITY COLLEGES		
	Rank	Resident	Non-Resident	Rank	Resident	Non-Resident	Rank	Resident	Non-Resident
Mississippi	1	$506	$1,106	3	350	910	7	150	550
Florida: Undergraduate	2	450	1,350	1	450	1,350	4	200	400
Graduate		525	1,425		525	1,425		---	---
Virginia[1]	3	420	915	2	370	640	1	350	670
Missouri: Undergraduate	4	405	905	7	220	440	5	180	640
Graduate		405	405		220	440		---	---
Georgia	5	405	945	4	315	720	3	240	510
TENNESSEE	6	360	975	5	255	735	6	165	640
Kentucky	7	280	960	6	240	740	2	280	960
North Carolina	8	175	1,000	8	150	900	8	126	441

[1] No out-of-state tuition is charged graduate students.

Q. HEADCOUNT ENROLLMENT, IN-STATE AND OUT-OF-STATE [1]
1965—1968, FALL TERMS

	1965			1966			1967			1968		
	In-State	*Out-Of-State*	*% Out-Of-State*	*In-State*	*Out-Of-State*	*% Out-Of-State*	*In-State*	*Out-Of-State*	*% Out-Of-State*	*In-State*	*Out-Of-State*	*% Out-Of-State*
Austin Peay	1,607	748[2]	31.8	1,870	1,024[3]	35.4	1,997	897[4]	31.0	2,211	975[5]	30.6
East Tennessee	6,443	1,762	21.5	6,820	1,791	20.8	7,053	1,850	20.8	7,106	1,860	20.7
Memphis State	11,531	1,452	11.2	12,117	1,906	13.6	13,138	1,963	13.0	14,171	2,173	13.3
Middle Tennessee	5,242	241	4.4	5,506	255	4.4	5,954	303	4.8	6,451	328	4.8
Tennessee State	3,245	1,850	36.3	3,292	2,322	41.4	3,000	1,793	3.7	3,079	1,457	32.1
Tennessee Tech	4,496	383	7.8	4,709	534	10.2	4,958	635	11.4	5,095	577	10.2
Total-State Board Institutions	32,564	6,436	16.5	34,314	7,832	18.6	36,100	7,441	17.1	38,113	7,370	16.2
Cleveland	--	--	--	--	--	--	673	8	1.2	1,356	12	0.9
Columbia	--	--	--	399	1	0.2	1,012	9	0.9	1,117	8	0.7
Jackson	--	--	--	--	--	--	636	4	0.6	1,423	13	0.9
Total—Community Colleges	--	--	--	399	1	0.2	2,321	21	0.9	3,896	33	0.8
Total—UT	18,977	3,791	16.6	21,660	4,254	16.4	23,329	5,068	17.8	24,448	5,530	18.4
Total—All Public Institutions	51,541	10,227	16.6	56,373	12,087	17.6	61,750	12,530	16.9	66,457	12,933	16.3

[1] Out-of-state enrollment includes foreign students.
[2] Includes 448 students allowed to register as In-State students for tuition purposes.
[3] Includes 718 students allowed to register as In-State Students for tuition purposes.
[4] Includes 527 students allowed to register as In-State Students for tuition purposes.
[5] Includes 618 students allowed to register as In-State Students for tuition purposes.

Source: Division of Higher Education, State Department of Education, Enrollment Reports.